

रिमझिम-3

तीसरी कक्षा के लिए हिंदी की पाठ्यपुस्तक



यह किताब .... की है।



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आमुख

राष्ट्रीय पाठ्यचर्या की रूपरेखा (2005) सुझाती है कि बच्चों के स्कूली जीवन को बाहर के जीवन से जोड़ा जाना चाहिए। यह सिद्धांत किताबी ज्ञान की उस विरासत के विपरीत है जिसके प्रभाववश हमारी व्यवस्था आज तक स्कूल और घर के बीच अंतराल बनाए हुए है। नई राष्ट्रीय पाठ्यचर्या पर आधारित पाठ्यक्रम और पाठ्यपुस्तकें इस बुनियादी विचार पर अमल करने का प्रयास है। इस प्रयास में हर विषय को एक मज़बूत दीवार से घेर देने और जानकारी को रटा देने की प्रवृत्ति का विरोध शामिल है। आशा है कि ये कदम हमें राष्ट्रीय शिक्षा नीति (1986) में वर्णित बाल-केंद्रित व्यवस्था की दिशा में काफ़ी दूर तक ले जाएँगे।

इस प्रयत्न की सफलता अब इस बात पर निर्भर है कि स्कूलों के प्राचार्य और अध्यापक बच्चों को कल्पनाशील गतिविधियों और सवालों की मदद से सीखने और सीखने के दौरान अपने अनुभवों पर विचार करने का कितना अवसर देते हैं। हमें यह मानना होगा कि यदि जगह, समय और आज़ादी दी जाए तो बच्चे बड़ों द्वारा सौंपी गई सूचना-सामग्री से जुड़कर और जूझकर नए ज्ञान का सृजन करते हैं। शिक्षा के विविध साधनों एवं स्रोतों की अनदेखी किए जाने का प्रमुख कारण पाठ्यपुस्तक को परीक्षा का एकमात्र आधार बनाने की प्रवृत्ति है। सर्जना और पहल को विकसित करने के लिए ज़रूरी है कि हम बच्चों को सीखने की प्रक्रिया में पूरा भागीदार मानें और बनाएँ, उन्हें ज्ञान की निर्धारित खुराक का ग्राहक मानना छोड़ दें।

ये उद्देश्य स्कूल की दैनिक ज़िंदगी और कार्यशैली में काफ़ी फेरबदल की माँग करते हैं। दैनिक समय-सारणी में लचीलापन उतना ही ज़रूरी है जितना वार्षिक कैलेण्डर के अमल में चुस्ती, जिससे शिक्षण के लिए नियत दिनों की संख्या हकीकत बन सके। शिक्षण और मूल्यांकन की विधियाँ भी इस बात को तय करेंगी कि यह पाठ्यपुस्तक स्कूल में बच्चों के जीवन को मानसिक दबाव तथा बोरियत की जगह खुशी का अनुभव बनाने में कितनी प्रभावी सिद्ध होती है। बोझ की समस्या से निपटने के लिए पाठ्यक्रम निर्माताओं ने विभिन्न चरणों में ज्ञान का पुनर्निर्धारण करते समय बच्चों के मनोविज्ञान एवं अध्यापन के लिए उपलब्ध समय का ध्यान रखने की पहले से अधिक सचेत कोशिश की है। इस कोशिश को और गहराने के यत्न में यह पाठ्यपुस्तक सोच-विचार और विस्मय, छोटे समूहों में बातचीत एवं बहस और हाथ से की जाने वाली गतिविधियों को प्राथमिकता देती है।

एन.सी.ई.आर.टी. इस पुस्तक की रचना के लिए बनाई गई पाठ्यपुस्तक निर्माण समिति के परिश्रम के लिए कृतज्ञता व्यक्त करती है। परिषद् प्राथमिक पाठ्यपुस्तक सलाहकार समूह की

अध्यक्ष प्रोफ़ेसर अनीता रामपाल और हिंदी पाठ्यपुस्तक समिति की मुख्य सलाहकार, डॉ. मुकुल प्रियदर्शिनी की विशेष आभारी है। इस पाठ्यपुस्तक के विकास में कई शिक्षकों ने योगदान किया, इस योगदान को संभव बनाने के लिए हम उनके प्राचार्यों के आभारी हैं। हम उन सभी संस्थाओं और संगठनों के प्रति कृतज्ञ हैं जिन्होंने अपने संसाधनों, सामग्री तथा सहयोगियों की मदद लेने में हमें उदारतापूर्वक सहयोग दिया। हम माध्यमिक एवं उच्च शिक्षा विभाग, मानव संसाधन विकास मंत्रालय द्वारा प्रोफ़ेसर मृणाल मीरी एवं प्रोफ़ेसर जी.पी. देशपांडे की अध्यक्षता में गठित निगरानी समिति (मॉनिटरिंग कमेटी) के सदस्यों को अपना मूल्यवान समय और सहयोग देने के लिए धन्यवाद देते हैं। व्यवस्थागत सुधारों और अपने प्रकाशनों में निरंतर निखार लाने के प्रति समर्पित एन.सी.ई.आर.टी. टिप्पणियों एवं सुझावों का स्वागत करेगी जिनसे भावी संशोधनों में मदद ली जा सके।

निदेशक
राष्ट्रीय शैक्षिक अनुसंधान और
प्रशिक्षण परिषद्

20 दिसंबर 2005
नई दिल्ली

बड़ों से दो बातें

बच्चों के हाथ में जैसे ही कोई नई किताब आती है, वे झट से उसे उलटना-पलटना शुरू कर देते हैं। उनमें एक स्वाभाविक उतावलापन होता है – चित्र निहारने का, कविता और कहानियों के बारे में जानने का या स्वयं उन्हें पढ़ डालने का। इस पाठ्यपुस्तक ने उनकी इस स्वाभाविक प्रवृत्ति का भरपूर फ़ायदा उठाने की कोशिश की है। किताब के लिए ऐसी कविताओं और कहानियों को चुना गया है, जिनमें बच्चों की बातचीत, उनकी आदतें, उनके नखरे, ज़िद, उनके सवाल साफ़-साफ़ झलकते हैं। इसलिए बच्चे ऐसी कविताओं या कहानियों से विचार और भावनाओं के स्तर पर एक जुड़ाव महसूस करेंगे।



- कक्षा दो तक बच्चा काफी हद तक **पढ़ना** सीख लेता है, पर कई स्तरों पर भाषा का विकास अभी भी हो रहा होता है। पढ़ने में मुश्किलें अभी भी आती ही हैं। मुश्किल आने पर बच्चा उससे कैसे जूझा; वह कौन-सा तरीका उपयोग में लाया; यह निश्चित करता है कि बच्चा पढ़ने में कितना कौशल प्राप्त कर पाया है। पढ़ने के बढ़ते अनुभव के साथ-साथ इन मुश्किलों का सामना करने का तरीका भी बदल जाता है। बच्चे पढ़ते समय लिखी गई बात की तुलना बार-बार उन बातों से करते हैं जो वे पहले से जानते हैं (पूर्व-ज्ञान)। पठन सामग्री को बच्चा तभी समझ पाता है, जब पूर्व ज्ञान से उस सामग्री का संबंध बनता है। बच्चों को जितना ज़्यादा पढ़ने को मिलेगा, पढ़ने में उनका आत्मविश्वास और रुझान उतना ही बढ़ेगा। इस बात को दृष्टिगत रखते हुए कुछ रचनाएँ केवल पढ़ने और उनमें इत्मीनान से डूबने के लिए ही दी गई हैं। ये रचनाएँ कहीं न कहीं किसी और रचना से जुड़ी हैं – कहीं विषय-वस्तु के स्तर पर तो कहीं विधा के स्तर पर। इस तरह कहीं पर बच्चे एक विषय की समझ को बढ़ाकर उसे

और सुदृढ़ कर पाएँगे तो कहीं और नई जानकारी इकट्ठा कर पाएँगे। इन्हें पढ़ने में बच्चों को रस तो मिलेगा ही, उनमें पढ़ने के प्रति रुचि, आदत तथा ललक भी जगेगी।



- पाठों के अंत में **अभ्यास प्रश्न** दिए गए हैं। इन अभ्यासों को विषय सामग्री के विविध पहलुओं की जटिलता के स्तर को ध्यान में रखते हुए दिया गया है। इनमें से कई प्रश्नों का उद्देश्य सूचना प्राप्त करना या बच्चों की जानकारी मापना नहीं बल्कि उन्हें बोलने और चर्चा करने का अवसर देना है। ऐसे अभ्यासों को धैर्यपूर्वक करवाएँ। किताब में दिए गए ऐसे प्रश्न केवल उदाहरण के रूप में है। आप ऐसे अन्य प्रश्न अपनी कल्पना से भी जोड़ सकती हैं। अभ्यास प्रश्नों के ज़रिए पाठ से जुड़ी भाषा की बारीकियों की ओर भी बच्चों का ध्यान खींचने का प्रयास किया गया है। अभ्यासों के अंतर्गत बच्चों को कई चीज़ें बनाने को दी गई है। इनसे स्वयं बनाने का आनंद तो बच्चों को मिलेगा ही, साथ ही निर्देश पढ़कर समझने की क्षमता का भी विकास होगा। किताब में अनेक गतिविधियाँ दी गई हैं। आप अनेक तरीकों से उनका इस्तेमाल कर सकती हैं।
- अभ्यास सिर्फ यह आँकने के लिए नहीं होते कि कहानी, कविता या पाठ बच्चों को कितना याद है। अभ्यास उन्हें पाठों से **भावनात्मक रूप से जुड़ने का मौका** भी देते हैं। जब तक बच्चे किसी पाठ से भावनात्मक रूप से नहीं जुड़ेंगे, उसे अपने अनुभव से नहीं जोड़ सकेंगे तब तक उनकी पाठ की 'समझ' पूरी नहीं होगी। पूरी 'समझ' बनने पर ही बच्चे तथ्यपरक प्रश्नों के अतिरिक्त अन्य प्रश्नों के उत्तर भी दे सकेंगे।



❑ **कल्पना** करना या **अभिव्यक्ति** का अर्थ सिर्फ कहानी या कविता लिखना ही नहीं होता है। जब हम दूसरों के नज़रिए से घटना को देखते हैं, कहानी के अलग-अलग मोड़ों पर अनुमान लगाते हैं, कहानी खत्म होने के बाद भी कहानी सुनाते हैं, कहानी में घटित घटनाओं की तस्वीर अपने मन में बनाते हैं तो ये सभी हम कल्पना और अभिव्यक्ति की सहायता से करते हैं।



❑ बच्चों को अभिव्यक्ति का भरपूर मौका मिले, इसके लिए उन्हें सिर्फ़ पाठों की घटनाओं तक सीमित न रखें। बच्चों को नई-नई जगहों से, **नए-नए स्रोतों से जानकारी** इकट्ठी करने दें, उसके बारे में लिखने और बात करने दें। ऐसा करने से बच्चे उन ज़रूरतों से जुड़ी भाषा का इस्तेमाल करना सीखेंगे। नई जानकारियाँ एकत्रित करना, उनका विश्लेषण और उन पर तर्क करना बच्चों को अन्य विषयों की परिधि में ले जाते हैं।



❑ कल्पना के अलावा बच्चे भाषा का उपयोग **तर्क** करने, गौर से देखी गई चीज़ों पर बात करने और उनका **विश्लेषण** करने के लिए करते हैं।



बच्चों में ये कौशल जितने विकसित होंगे, वे उतने ही स्पष्ट, सटीक और तार्किक ढंग से भाषा का इस्तेमाल कर सकेंगे। उनकी अभिव्यक्ति उतनी ही प्रभावशाली होगी।

- बच्चे भले ही भाषा के नियमों और व्याकरण की शब्दावली की बात न कर सकें पर इन नियमों को वे घर और अपने आसपास भाषा सुनते-सुनते सहज रूप से सीख जाते हैं। सहज रूप से भाषा के नियम सीखने की यह प्रक्रिया स्कूल में भी जारी रहनी चाहिए। इसलिए इस किताब में व्याकरण की बात अलग से न करके पाठों के संदर्भ में की गई है।



यहाँ बच्चे 'बहुवचन' शब्द नहीं जानते पर उनका सार्थक प्रयोग करना बखूबी जानते हैं। भाषा केवल व्याकरण तक सीमित नहीं होती, एक बात को कहने के कई तरीके हो सकते हैं और यही खूबी भाषा को अधिक समृद्ध बनाती है। इसके भी भरपूर अवसर बच्चों को किताब की परिधि में और उसके बाहर दिए जाने चाहिए।

- **कार्टून** बच्चों को गुदगुदा कर किताब की ओर आकर्षित करते हैं। कार्टून देखने में बच्चों को आनंद तो आता ही है साथ ही अनजाने में वे भाषा भी सीखते हैं। दूसरी किताबों में बने कार्टूनों पर बच्चों से चर्चा करें। बच्चों से स्वयं भी कार्टून बनाने को कहें।
- किताब में अनेक **चित्र** दिए गए हैं। भाषा सीखने में चित्र महत्वपूर्ण भूमिका निभाते हैं। चित्र बच्चों को आकर्षित तो करते ही हैं, सृजनशीलता और विश्लेषण को भी प्रोत्साहित करते हैं। किताब में दिए गए चित्र विविध शैलियों में हैं। चित्रों की शैली एवं बारीकियों की ओर बच्चों का ध्यान दिलवाएँ और चित्रों पर बच्चों से चर्चा करें।

पाठ्यपुस्तक निर्माण समिति

अध्यक्ष, प्राइमरी पाठ्यपुस्तक सलाहकार समिति

अनीता रामपाल, *प्रोफ़ेसर,* केंद्रीय शिक्षा संस्थान, दिल्ली विश्वविद्यालय।

मुख्य सलाहकार

मुकुल प्रियदर्शिनी, *प्राध्यापिका,* लेडी श्रीराम कॉलेज, नई दिल्ली।

कार्य समिति

अक्षय कुमार दीक्षित, *शिक्षक,* नगर निगम प्राथमिक विद्यालय, कैलाश कॉलोनी, नई दिल्ली।

उषा द्विवेदी, *मुख्य अध्यापिका,* केंद्रीय विद्यालय, एन.सी.ई.आर.टी., नई दिल्ली।

कृष्ण कुमार, *निदेशक,* एन.सी.ई.आर.टी., नई दिल्ली।

मंजुला माथुर, *प्रवाचक,* सी.आई.ई.टी., एन.सी.ई.आर.टी., नई दिल्ली।

मालविका राय, *शिक्षिका,* हैरीटेज़ स्कूल, डी–II, वसंत कुंज, नई दिल्ली।

सोनिका कौशिक, *प्रवक्ता,* जीसस एंड मेरी कॉलेज, नई दिल्ली।

सहयोग समिति

आरती गौनियाल, *सहायक शिक्षिका,* सर्वोदय विद्यालय, कैलाश एन्कलेव, सरस्वती विहार, नई दिल्ली।

योगिता शर्मा, *सहायक शिक्षिका,* नगर निगम प्राथमिक विद्यालय, मधु विहार, नई दिल्ली।

रीता भगत, *शिक्षिका,* केंद्रीय विद्यालय, सेक्टर 4, आर.के. पुरम, नई दिल्ली।

श्रीप्रसाद, *बाल साहित्यकार,* ब्रजभूमि, एन. 9/87, डी 77, जानकीनगर, ब्रजडीहा, वाराणसी।

सदस्य समन्वयक

लता पाण्डे, *प्रवाचक,* प्रारंभिक शिक्षा विभाग, एन.सी.ई.आर.टी., नई दिल्ली।

आभार

पुस्तक के विकास में सहयोग के लिए हम प्रोफ़ेसर कृष्ण कांत वशिष्ठ, *विभागाध्यक्ष*, प्रारंभिक शिक्षा विभाग, एन.सी.ई.आर.टी. के प्रति विशेष रूप से आभार व्यक्त करते हैं जिन्होंने हर संभव सहयोग दिया।

परिषद उन समस्त रचनाकारों के प्रति आभार व्यक्त करती है, जिनकी रचनाएँ पुस्तक में शामिल की गई हैं। रचनाओं के प्रकाशनार्थ अनुमति देने के लिए निदेशक, नेशनल बुक ट्रस्ट, नई दिल्ली; निदेशक, चिल्ड्रन बुक ट्रस्ट, नई दिल्ली; निदेशक, नेशनल काउंसिल फॉर साइंस एंड टेक्नालॉजी कम्यूनिकेशन, नई दिल्ली; प्रकाशक, राजकमल प्रकाशन, दिल्ली; प्रकाशक, नवनीत पब्लिकेशंस इंडिया लिमिटेड, दादर, मुंबई; प्रकाशक, राजपाल एंड संस, दिल्ली; मुख्य संपादक, रत्नासागर प्रकाशन, दिल्ली; प्रकाशक, सफ़दर हाशमी मेमोरियल ट्रस्ट, नई दिल्ली; निदेशक, संस्था प्रथम, दिल्ली; प्रकाशक, एकलव्य, भोपाल; श्रीमती पूनम सेवक, बरेली के हम आभारी हैं। नेशनल मिशन फॉर मैन्यूस्क्रिप्ट्स, नई दिल्ली द्वारा सहयोग प्रदान किए जाने के लिए हम आभार व्यक्त करते हैं।

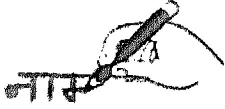
निदेशक, राष्ट्रीय बाल भवन, नई दिल्ली एवं संग्रहालयाध्यक्ष, हिंदी साहित्य सम्मेलन, प्रयाग के प्रति भी हम कृतज्ञता ज्ञापित करते हैं, जिन्होंने अपनी संस्था के पुस्तकालय के उपयोग की हमें सहर्ष अनुमति दी।

मुख्य अध्यापक, नगर निगम प्राथमिक विद्यालय, कापसहेड़ा, समालखा एवं बिजवासिन ने हमें अपने विद्यालयों में बच्चों तथा शिक्षकों से किताब के संबंध में बातें करने का अवसर दिया, इसके लिए हम आभार व्यक्त करते हैं।

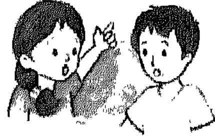
पुस्तक के विकास के विभिन्न चरणों में सहयोग के लिए ज्योति गोयल, *डी.टी.पी. ऑपरेटर*; अरविंद शर्मा, *डी.टी.पी. ऑपरेटर*; रेखा सिन्हा, *प्रूफ़ रीडर*; राधा, *कॉपी एडीटर*; सुशीला शर्मा एवं निर्मल मेहता, *सहायक कार्यक्रम समन्वयक*; शाकम्बर दत्त, *इंचार्ज*, कंप्यूटर कक्ष, ओमप्रकाश ध्यानी, अशोक एवं मनोहर लाल, प्रारंभिक शिक्षा विभाग, एन.सी.ई.आर.टी., आर.सी.दास, *फोटोग्राफर*, सी.आई.ई.टी. के भी हम आभारी हैं। प्रकाशन विभाग द्वारा हमें पूर्ण सहयोग एवं सुविधाएँ प्राप्त हुईं, इसके लिए हम आभारी हैं।

किताब में आए चिह्न

तुम्हें किताब में जगह-जगह ये चिह्न दिखाई देंगे। इनका मतलब यहाँ दिया गया है।



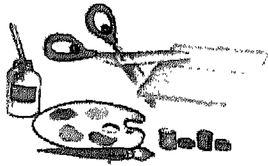
लिखो



बातचीत के लिए



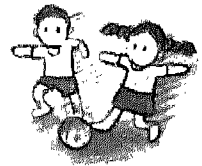
तुम्हारी कल्पना से



बनाओ



करो



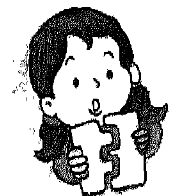
खेल



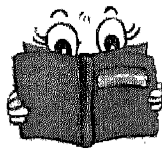
खोजो



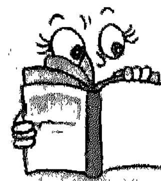
शिक्षकों के लिए



मिलाओ



सिर्फ पढ़ने के लिए



ढूँढो और लिखो

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक **संपूर्ण प्रभुत्व-संपन्न, समाजवादी, पंथ-निरपेक्ष, लोकतंत्रात्मक गणराज्य** बनाने के लिए तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक **न्याय**,

विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की **स्वतंत्रता**,

प्रतिष्ठा और अवसर की **समता**
प्राप्त कराने के लिए,

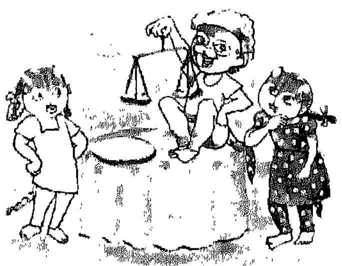
तथा उन **सब में** व्यक्ति की गरिमा और
राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर **अपनी इस संविधान सभा में** आज तारीख 26 नवंबर, 1949 ई. (मिति मार्गशीर्ष शुक्ला सप्तमी, संवत् दो हजार छह विक्रमी) को **एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।**

कहाँ क्या है



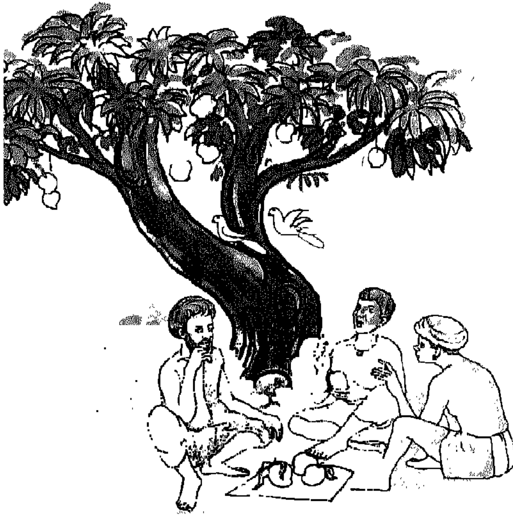




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* तारांकित रचनाएँ केवल पढ़ने के लिए दी गई हैं।







1. कक्कू

नाम है उसका कक्कू।
कक्कू माने कोयल होता
लेकिन यह तो दिनभर रोता
इसीलिए हम इसे चिढ़ाते
कहते इसको सक्कू
नाम है उसका कक्कू।





कोयल, माने मिसरी जैसी
मीठी जिसकी बोली
यह तो जाता भड़क, करो जब
इससे तनिक ठिठोली
इसीलिए तो कभी-कभी हम
कहते इसको भक्कू
नाम है उसका कक्कू।



कक्कू वह जो गाना गाए
बात-बात में जो चिढ़ जाए
रहता मुँह जो सदा फुलाए
गाना जिसको ज़रा न आए
ऐसे झगड़ालू को अब से
क्यों न कहें हम झक्कू
नाम है उसका कक्कू।

रमेशचंद्र शाह





नाम ही नाम



- तुम अपना नाम लिखो और बताओ कि तुम्हारे नाम का क्या मतलब है?

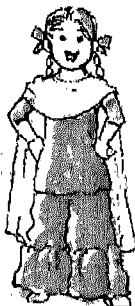


तुम्हारे कितने नाम

तुम्हें लोग और किन-किन नामों से बुलाते हैं?

[illegible]	[illegible]	[illegible]
....	....	....
....	....	....

- सोचो और लिखो कि किसी-किसी को नीचे दिए गए नामों से क्यों बुलाया जाता होगा?



गप्पू ....

भोली ....

छुटकी ....

गोलू ....



• अब बताओ तुम्हारा कौन-सा दोस्त, कौन-सी सहेली



भक्कू है ....

झक्कू है ....

गप्पू है ....





अब कविता का समय

कक्कू वह जो सदा हँसाए

रोना उसे ज़रा न ....

चिड़िया के संग गाना ....

संग मोर के ....

इसीलिए तो कभी-कभी हम

कहते उसको .... ।





कक्कू क्या है?

कक्कू कोयल जैसा क्यों नहीं है? लिखो।

....

....

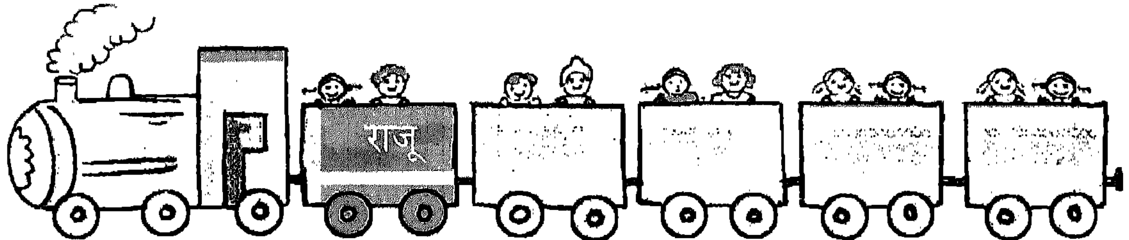
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नामों की रेल

पाँच-पाँच बच्चों की टोली बना लो। अब अपनी-अपनी टोलियों के बच्चों के नाम रेल के डिब्बों में लिखो।



वर्णमाला याद है न? चलो, अब इन नामों को वर्णमाला के हिसाब से क्रम में लगाते हैं।

....



चिढ़ाना

क्या तुम्हें भी कोई चिढ़ाता है? तब तुम्हें कैसा लगता है?कक्षा में चर्चा करो।





गेंद का मन

मैं तो गेंद को सीधा मारने की कोशिश कर रहा हूं, लेकिन पता नहीं क्यों, गेंद को यह बात समझ में नहीं आती...

राजेन्द्र धोड़पकर

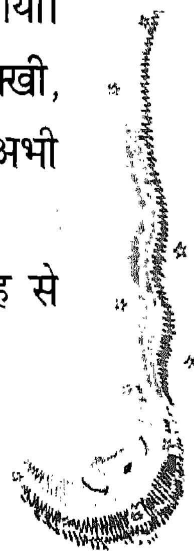
2. शेखीबाज़ मक्खी

एक था जंगल। उस जंगल में एक शेर भोजन करके आराम कर रहा था। इतने में एक मक्खी उड़ती-उड़ती वहाँ आ पहुँची। शेर ने दो-तीन



दिनों से स्नान नहीं किया था। इसलिए मक्खी शेर के कान के एकदम पास **भिन-भिन-भिन** करने लगी। शेर को बहुत मुश्किल से नींद आई थी। उसने पंजा उठाया। मक्खी उड़ गई ... लेकिन फिर से शेर के कान के पास **भिन-भिन** शुरू हो गई। अब शेर को गुस्सा आया।

वह दहाड़ा—अरे मक्खी, दूर हट। वरना तुझे अभी जान से मार डालूँगा।



मक्खी ने धीरे से कहा— छि... छि... ! जंगल के राजा के मुँह से ऐसी भाषा कहीं शोभा देती है?



शेर का गुस्सा बढ़ गया। उसने कहा – एक तो मुझे सोने नहीं देती, ऊपर से मेरे सामने जवाब देती है! चुप हो जा... वरना अभी...

मक्खी बोली – वरना क्या कर लोगे? मैं क्या तुमसे डर जाऊँगी? मैं तो तुमसे भी लड़ सकती हूँ। हिम्मत हो तो आ जाओ...!



शेर आग बबूला हो उठा। उसने कान के पास पंजा मारा। मक्खी तो उड़ गई पर कान ज़रा छिल गया। मक्खी उड़कर शेर की नाक पर बैठी तो उसने मक्खी को फिर पंजा मारा। मक्खी उड़ गई। अबकी बार शेर की नाक छिल गई।

मक्खी कभी शेर के माथे पर बैठती, कभी गाल पर, तो कभी गर्दन पर।

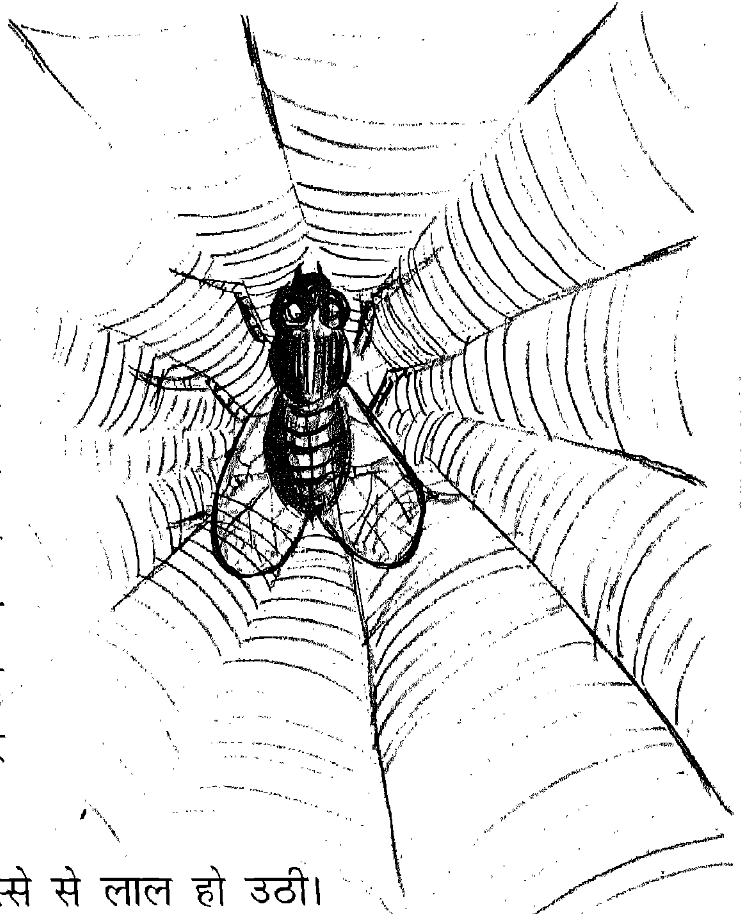
शेर पंजा मारता जाता और खुद को घायल करता जाता... मक्खी तो फट से उड़ जाती।

अंत में शेर ऊब गया, थक गया। वह बोला – मक्खी बहन, अब मुझे छोड़ो। मैं हारा और तुम जीतीं, बस।

मक्खी घमंड में चूर होकर उड़ती-उड़ती आगे बढ़ी। सामने एक हाथी मिला। मक्खी ने कहा – अरे हाथी... मुझे प्रणाम कर... मैंने जंगल के राजा शेर को हराया है। इसलिए जंगल में अब मेरा राज चलेगा। हाथी ने सोचा, इस पागल मक्खी से बहस करने में समय कौन बर्बाद करे।

हाथी ने सूँड़ ऊपर उठाकर मक्खी को प्रणाम किया और आगे बढ़ गया। सामने से आ रही लोमड़ी ने यह सब देखा। लोमड़ी मंद-मंद मुस्कराने लगी। इतने में मक्खी ने लोमड़ी से कहा – अरे ओ लोमड़ी, चल मुझे प्रणाम कर! मैंने जंगल के राजा शेर और विशालकाय हाथी को भी हरा दिया है।

लोमड़ी ने उसे प्रणाम किया। फिर धीरे से बोली –

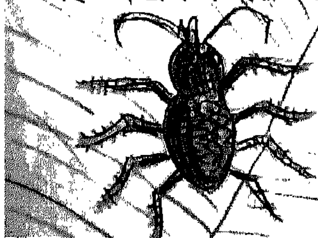


धन्य हो मक्खी रानी, धन्य हो! धन्य है आपका जीवन और धन्य हैं आपके माता-पिता। लेकिन मक्खी रानी, उधर वह मकड़ी दिखाई दे रही है न, वह आपको गाली दे रही थी। उसकी ज़रा खबर लो न!

यह सुनकर मक्खी गुस्से से लाल हो उठी।

मक्खी बोली – उस मकड़ी को तो मैं चुटकी बजाते खत्म कर देती हूँ।

यह कहते हुए मक्खी मकड़ी की तरफ झपटी और मकड़ी के जाले में फँस गई। मक्खी जाले से छूटने की ज्यों-ज्यों कोशिश करती गई त्यों-त्यों और भी अधिक फँसती गई... अंत में वह थक गई, हार गई। यह देखकर लोमड़ी मंद-मंद मुस्कराती हुई वहाँ से चलती बनी।



योगेश जोशी



कैसी लगी कहानी?

कक्षा में साथियों के साथ बातचीत करो।

- तुम्हें कहानी में कौन सबसे अच्छा लगा? क्यों?
- मक्खी मकड़ी के जाल में फँस गई थी। फिर क्या हुआ होगा? कहानी आगे बढ़ाओ।



कहानी का नाम

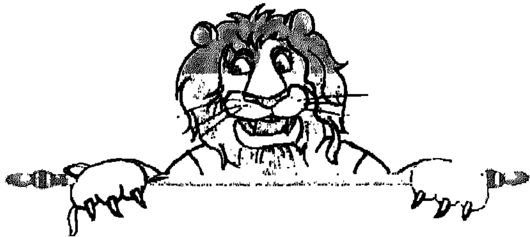
- अगर कहानी का नाम मक्खी को ध्यान में न रखकर लोमड़ी और शेर को ध्यान में रखकर लिखा जाता तो उसके क्या-क्या नाम हो सकते थे?
- अब तुम कहानी के लिए एक और नया शीर्षक सोचो। यह शीर्षक कहानी के किसी पात्र पर नहीं होना चाहिए। (कहानी की किसी घटना के बारे में शीर्षक हो सकता है।)



शेर की जगह तुम...

- मक्खी ने जब शेर को जगाया तो वह आग बबूला हो गया। तुम्हें जब कोई गहरी नींद से जगाता है तो तुम क्या करते हो?
- मक्खी उड़ाते-उड़ाते शेर ऊब गया था। तुम क्या करते-करते ऊब जाते हो?
- मान लो तुम शेर हो। मक्खी ने तुम्हारे साथ जो कुछ भी किया वह लोमड़ी को बताओ।

- शेर तो भोजन करके आराम कर रहा था। तुम खाना खा कर क्या करते हो?
  - ✧ अक्सर ....
  - ✧ कभी–कभी ....
- शेर ने भोजन में क्या खाया होगा? तुम क्या–क्या खाते हो?

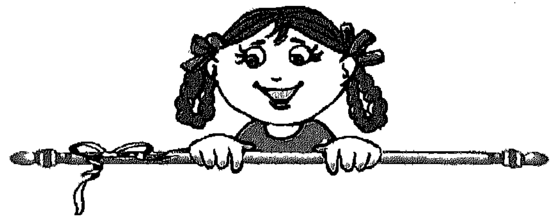


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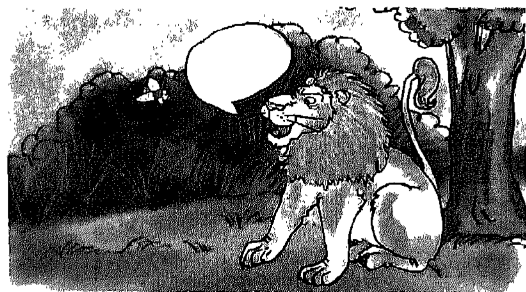
किसने क्या कहा

नीचे कहानी से जुड़ी तस्वीरें गई हैं। उसमें कुछ न कुछ बोला जा रहा है। सोचो और लिखो कौन क्या बोल रहा है?



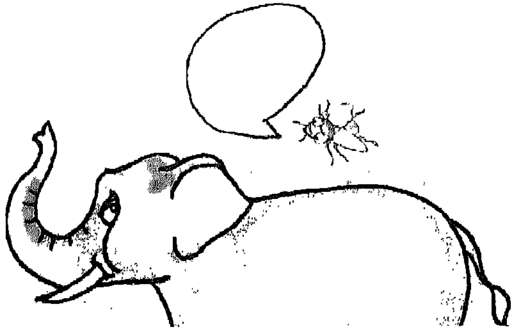
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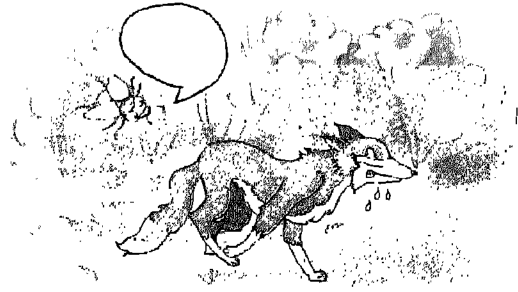
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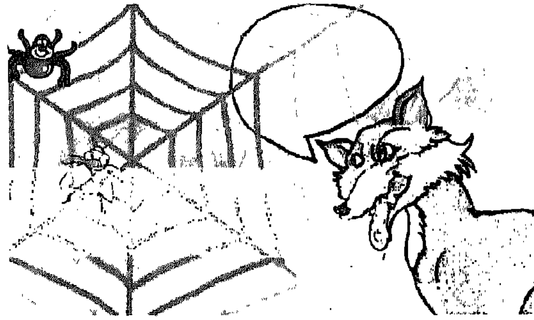
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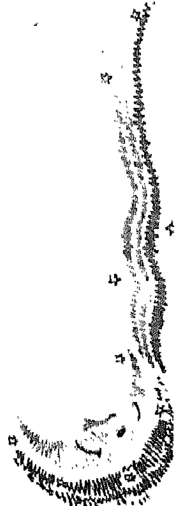
कौन क्या?

कहानी के हिसाब से बताओ।

घमंडी .... डरपोक ....

चतुर .... सबसे चतुर ....

समझदार .... आलसी ....





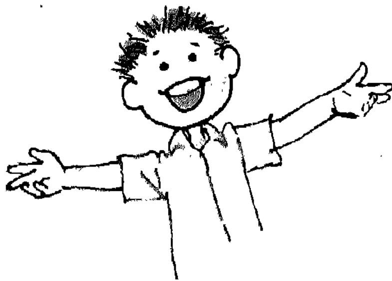
 चुटकी बजाते ही

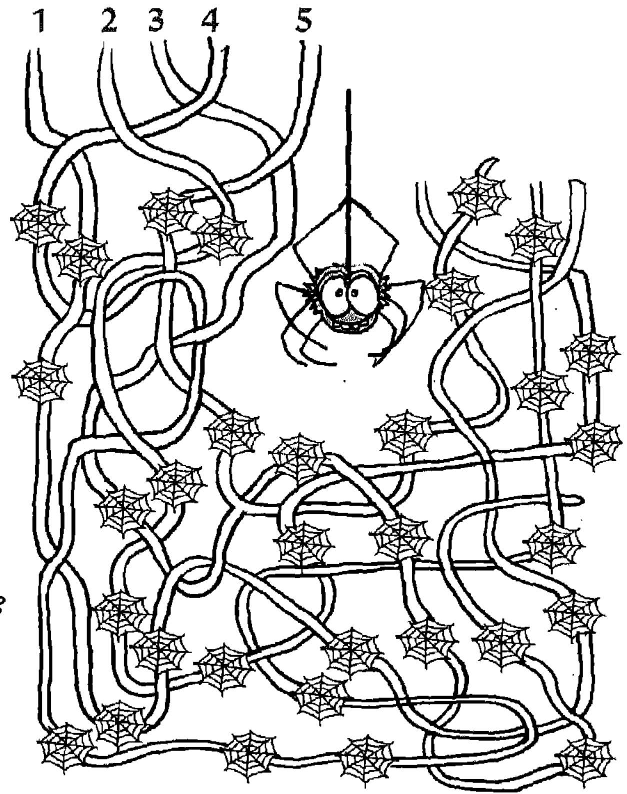
चुटकी बजाने का मतलब होता है **'बहुत जल्दी कर लेना।'**

- तुम कौन-कौन से काम चुटकी बजाते ही कर लेते हो? बताओ।
- अब तुम अपनी एक टोली बनाओ। तुममें से एक लीडर बनेगा। वह बाकी बच्चों को करने के लिए काम देगा जिसे चुटकी बजाते ही करना होगा। जैसे - बाहर से पाँच पत्तियाँ लाओ और उनके नाम बताओ या शेखीबाज़ मक्खी के पात्रों के नाम बताओ। जो सबसे जल्दी कर ले वह लीडर बने।

 रास्ता ढूँढ़ो

यह मकड़ी उस रास्ते से जाना चाहती है, जिस पर चलकर सबसे ज़्यादा जाले मिलें। अंदर जाने के लिए 1, 2, 3, 4 और 5 में से कौन-सा रास्ता होगा?

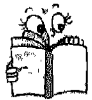






भाषा की बात

- इन वाक्यों को अपने ढंग से लिखकर बताओ।
  - ✧ शेर आग-बबूला हो उठा।
  - ✧ उसकी ज़रा खबर लो न।
  - ✧ उस मकड़ी को तो मैं चुटकी बजाते ही खत्म कर देती हूँ।
  - ✧ जंगल के राजा के मुँह से ऐसी भाषा कहीं शोभा देती है!



उड़ते-मँडराते

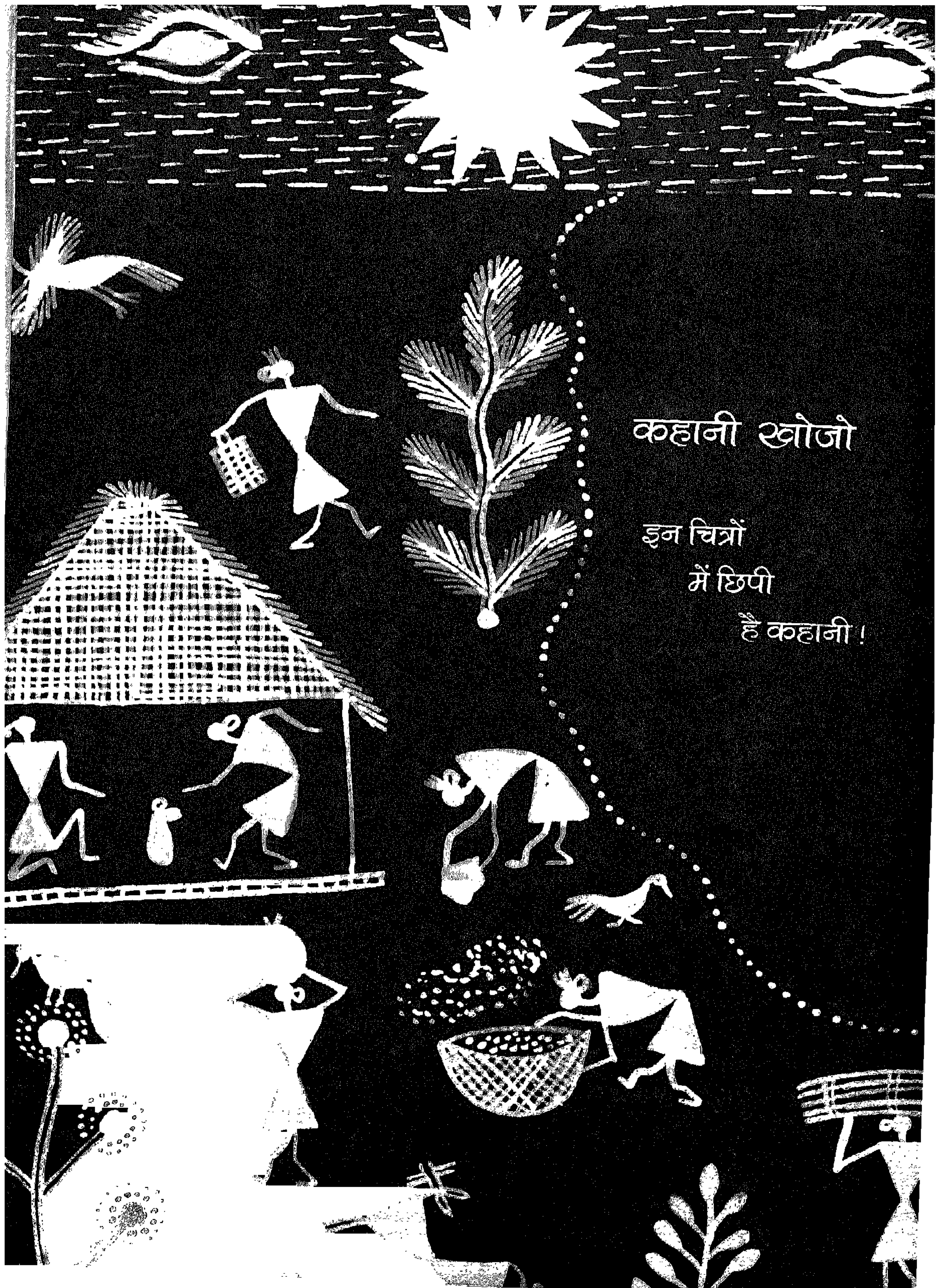
- इनके पास तुमने अक्सर किन-किन को उड़ते-मँडराते देखा है?
  - ✧ जलते बल्ब के आसपास ....
  - ✧ खेतों में ....
  - ✧ इकट्ठे पानी के ऊपर ....
  - ✧ फूलों पर ....
  - ✧ कचरे के ढेर पर ....
  - ✧ हलवाई की मिठाइयों पर ....



कौन है शेखीबाज़?

क्या तुम किसी शेखीबाज़ को जानते हो? कौन है वह? वह किस चीज़ के बारे में शेखी बघारता है?




कहानी खोजो
इन चित्रों
में छिपी
है कहानी !



सुनाओ
अपनी-अपनी
कहानी।
को बताएँ कि यह चित्र महाराष्ट्र की वरली
में है। चित्र की बारीकियों पर ध्यान दिलाते हुए
से चर्चा करें।

3. चाँद वाली अम्मा

तुम शरारत तो करती ही होगी? कौन-कौन सी शरारत करती हो?
इन चीज़ों का इस्तेमाल तुम कोई शरारत करने के लिए कैसे करोगी?

झाड़ू   पंख   कागज़   गुब्बारा

बहुत समय पहले की बात है। एक बूढ़ी अम्मा थी। बिल्कुल अकेली! उसका अपना कोई न था। घर का कामकाज उसे खुद ही करना पड़ता। सुबह उठकर कुएँ से पानी लाना, खाना बनाना आदि। उसके साथ एक परेशानी थी। वह रोज़ सुबह उठकर जब घर में झाड़ू लगाती तब तक



तो सब ठीक रहता पर जैसे ही वह आँगन में जाती और झाड़ू लगाने के लिए झुकती, तभी आसमान आकर उसकी कमर से टकराता।

अम्मा उसे घूरकर देखती तो वह थोड़ा हट जाता। फिर वह जैसे ही दुबारा झुकती, आसमान फिर अपनी हरकत दोहराता।

एक दिन, दो दिन, तीन दिन। लगातार यही क्रम चलता रहा। अम्मा झाड़ू लगाए और आसमान उसे तंग करे।



एक दिन कुएँ पर पानी भरने को लेकर अम्मा का किसी और से झगड़ा हो गया। अम्मा ज़रा गुस्से में थी। वह झाड़ू उठाकर आँगन में गई और जैसे ही झुकी, आसमान ने अपनी आदत के अनुसार उसे फिर छेड़ा।

अम्मा ने आव देखा न ताव और कसकर एक झाड़ू आसमान को दे मारी। आसमान झट हट गया। पर वह भी अपनी आदत से मजबूर था। दूसरी बार फिर अम्मा के झुकते ही टक्कर मारने लगा। अम्मा ने फिर पूरी ताकत से उस पर वार किया।







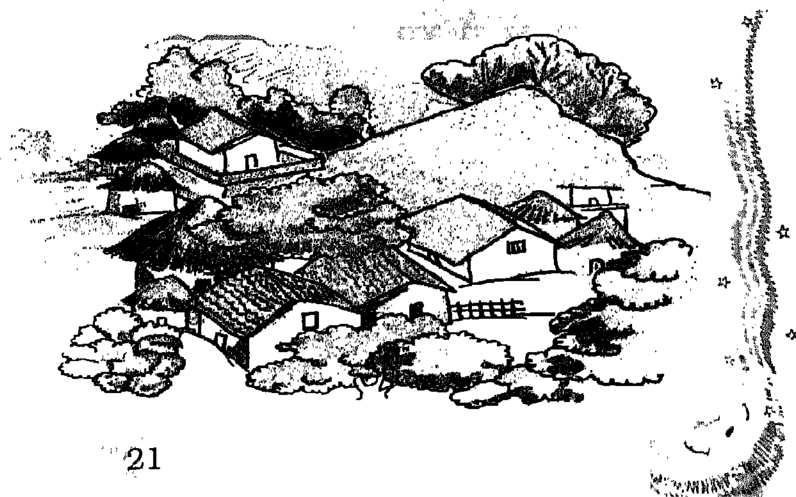
आसमान को शरारत सूझी। इस बार उसने झाड़ू पकड़ ली। उधर अम्मा भी झाड़ू पकड़े थी। रस्साकशी शुरू हो गई। झाड़ू का ऊपर वाला हिस्सा आसमान पकड़े हुए था तो नीचे वाला अम्मा, दोनों छोड़ने को तैयार नहीं थे। अम्मा चिल्लाई – छोड़ मेरा झाड़ू ! मेरे पास एक यही झाड़ू है।

तब भी आसमान ने नहीं छोड़ा। बूढ़ी अम्मा कब तक रस्साकशी करती ...... थक गई।

आसमान ने झाड़ू खींचना नहीं छोड़ा। अब वह झाड़ू के साथ ऊपर उठने लगा। उसके साथ-साथ झाड़ू पकड़े हुए अम्मा भी ऊपर जाने लगी। वह चिल्लाई –

मुझे नीचे छोड़ दे!

आसमान ने कहा – अम्मा, अब मैं तुम्हें नहीं छोडूँगा। ले चलूँगा ऊपर। वहीं झाड़ू लगाना।







अम्मा अब झाड़ू नहीं छोड़ सकती थी, क्योंकि वह बहुत ऊपर पहुँच चुकी थी। तभी उसे वहाँ चाँद दिख गया। झट अम्मा ने पैर बढ़ाया और चाँद पर चढ़ गई, पर झाड़ू नहीं छोड़ी। आसमान को फिर शरारत सूझी। उसने सोचा – अम्मा तो चाँद पर चढ़ गई है। यदि चाँद उसकी मदद करेगा तो मैं हार जाऊँगा। इसे यहीं रहने दूँ।

ऐसा सोचकर उसने झाड़ू छोड़ दिया। अम्मा झाड़ू सहित चाँद पर रह गई। वह इतनी थक गई थी कि झाड़ू पकड़े-पकड़े ही चाँद पर बैठ गई। आसमान ऊपर चला गया। उस दिन से आज तक बूढ़ी अम्मा झाड़ू पकड़े चाँद पर बैठी है।

तारा निगम



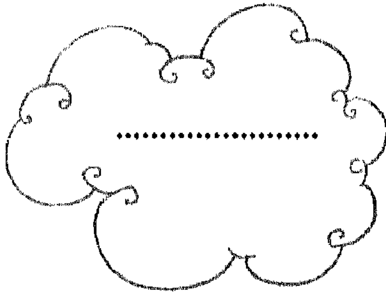
तुम्हारी कल्पना से

- बूढ़ी अम्मा चाँद पर क्यों चढ़ गई होगीं?
- चाँद वाली अम्मा झाड़ू क्यों नहीं छोड़ना चाहती थीं?
- चित्रों को देखकर बताओ कि अम्मा के साथ कौन-कौन रहता होगा?
- आसमान बार-बार आकर अम्मा की कमर से क्यों टकराता था? तुम्हें क्या लगता है?

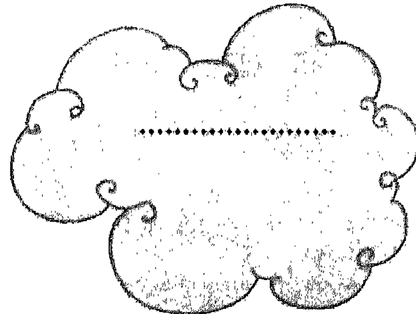


रूठना-मनांना

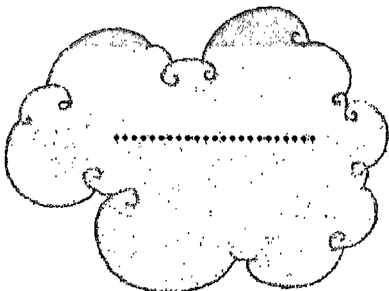
जब बूढ़ी अम्मा उड़ी जा रही थी तो उन्होंने आसमान को हर तरह से मनाने की कोशिश की। बताओ, उन्होंने क्या-क्या कहा होगा?



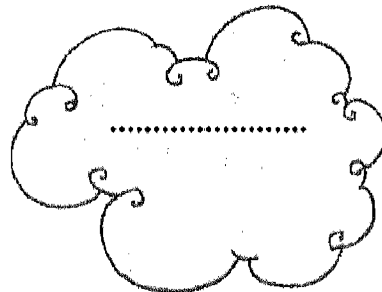
घबराकर



गिड़गिड़ाकर



गुस्से से



तरकीब सूझने पर







घूरना

- **अम्मा उसे घूरकर देखती तो आसमान थोड़ा हट जाता।**

  कब-कब ऐसा होता है जब तुम्हें कोई घूरकर देखता है।

  जैसे : मेरा दोस्त मुझे घूरकर देखता है जब मैं उसका मज़ाक उड़ाता हूँ।

  मेरे पिता ....

  मेरे शिक्षक ....

  मेरी बहन / मेरा भाई ....



दम लगा के हईशा

रस्साकशी के खेल में दो टोलियों के बीच में खूब खींचातानी होती है। कुछ और खेलों के नाम लिखो जिनमें दो टोलियाँ खेलती हों।

....



साफ़-सफ़ाई

- घर की सफ़ाई करने के लिए किन-किन चीज़ों का इस्तेमाल होता है?
- किन-किन मौकों पर तुम्हारे घर का सारा सामान हटाकर खूब ज़ोर-शोर से सफ़ाई होती है?
- ये मौके खास क्यों हैं?
- सफ़ाई के काम से जुड़े हुए शब्द सोचो और लिखो। जैसे - झाड़ना।

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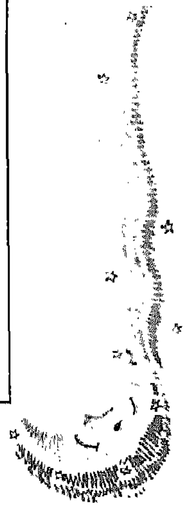


- बूढ़ी अम्मा अकेली रहती थीं। उन्हें घर का सारा काम अकेले ही करना पड़ता होगा। उन कामों की सूची बनाओ जो उन्हें सुबह से शाम तक करने पड़ते होंगे। **यह भी बताओ कि तुम्हारे घर में ये काम कौन-कौन करता है?**

बूढ़ी अम्मा के काम	मेरे घर में कौन करता है
....	....
....	....
....	....
....	....

- **तुम कौन-से काम करते हो? अपने कामों के बारे में बताओ।**

घर के काम	घर से बाहर के काम
....	....
....	....
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....	....
....	....



कितने नाम, कितने काम?

- इस कहानी में नाम वाले और काम वाले कई शब्द आए हैं। उन्हें छाँटकर नीचे तालिका में लिखो।

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तुम्हारी शरारत

- अपनी किसी शरारत के बारे में लिखो।

अरे, आसमान की शरारत तो कुछ भी नहीं! मैंने तो एक बार ....

....

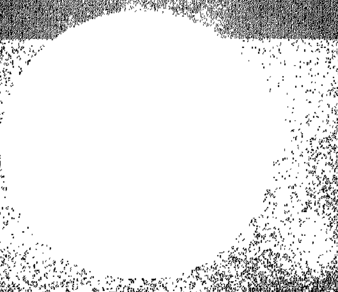
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तुम्हें चाँद में क्या दिखाई देता है? बनाओ।

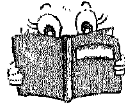






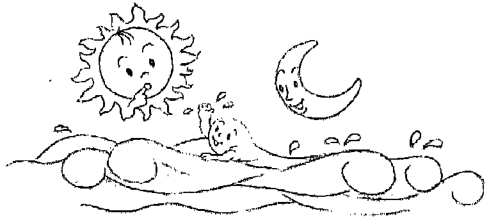






सूरज और चाँद ऊपर क्यों गए?

बहुत समय पहले सूरज और चाँद ज़मीन पर रहते थे। पानी उनका अच्छा दोस्त था और वे अक्सर उससे मिलने आते थे। लेकिन पानी कभी उनके घर नहीं जाता था।



एक दिन सूरज ने पानी से पूछा – तुम कभी हमसे मिलने क्यों नहीं आते?

पानी बोला – मेरे बहुत सारे दोस्त हैं। यदि मैं तुम्हारे घर आऊँ तो वे भी मेरे साथ आएँगे। उन सबके लिए तुम्हारे घर में जगह नहीं होगी। सूरज ने कहा – मैं एक बहुत बड़ा नया घर बनाऊँगा।

सूरज ने सचमुच एक नया घर बनाया जो बहुत बड़ा था। उसने पानी को इस नए घर में बुलाया। पानी तरह-तरह की मछलियों और उनके साथ रहने वाले दूसरे जानवरों के साथ सूरज के घर पहुँचा।

पानी ने बाहर खड़े होकर पूछा – मैं अपने दोस्तों के साथ अंदर आ जाऊँ?

सूरज ने कहा – हाँ, हाँ, आ जाओ।

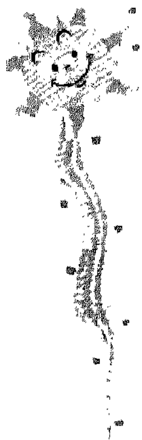
पानी अंदर आया और कुछ ही देर में सूरज के घर में घुटनों तक पानी भर गया। देखते ही देखते पानी सिर तक पहुँच गया। मछलियाँ और पानी के तमाम जानवर सूरज के घर में इधर-उधर घूमने लगे। अंत में पानी इतना ऊँचा हो गया कि सूरज और चाँद को छत पर जाकर बैठना पड़ा लेकिन थोड़ी ही देर में पानी छत पर आ पहुँचा। अब सूरज और चाँद क्या करते? कहाँ बैठते? वे भागकर आसमान पर पहुँचे। आसमान उन्हें इतना पसंद आया कि वे वहीं रहने लगे।

4. मन करता है

मन करता है सूरज बनकर
आसमान में दौड़ लगाऊँ।
मन करता है चंदा बनकर
सब तारों पर अकड़ दिखाऊँ।



मन करता है बाबा बनकर
घर में सब पर धौंस जमाऊँ।
मन करता है पापा बनकर
मैं भी अपनी मूँछ बढ़ाऊँ।
मन करता है तितली बनकर
दूर-दूर उड़ता जाऊँ।
मन करता है कोयल बनकर
मीठे-मीठे बोल सुनाऊँ।



मन करता है चिड़िया बनकर
चीं-चीं चूँ-चूँ शोर मचाऊँ।

मन करता है चर्खी लेकर
पीली-लाल पतंग उड़ाऊँ।

सुरेंद्र विक्रम

 तुम्हारी बात

- तुम पर कौन-कौन धौंस जमाता है? क्यों?

  ✧ घर में ✧ स्कूल में

- **मन करता है चिड़िया बनकर**

  चीं-चीं चूँ-चूँ शोर मचाऊँ

  तुम्हारा मन कब-कब चिड़िया बन जाने को करता है?

- कौन किस पर अकड़ जमाता होगा?

  ✧ आसमान में ✧ खेल में

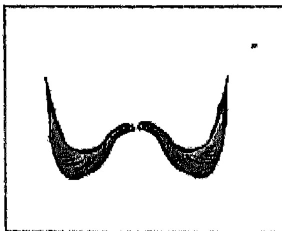
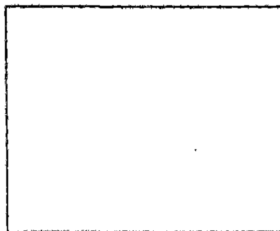
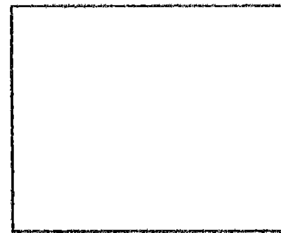
  ✧ जंगल में ✧ स्कूल में

  ✧ नदी में ✧ रंगों में

 मूँछ

- तुमने तरह-तरह की मूँछें देखी होंगी।

  यहाँ तुम्हारे लिए एक मूँछ बनी है। कुछ मूँछें तुम भी बनाओ और सभी मूँछों को अपने मन से नाम दो।

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पता करो

- तुम्हारे घर और स्कूल में किसका क्या करने का मन करता है? लिखो और अपनी सूची अपने साथियों से मिलाकर देखो।

नाम	मन करता है

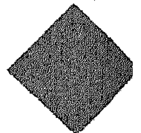


चलो, पतंग बनाएँ

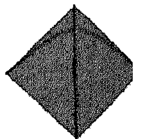
सामान – *तुम्हें चाहिए कोई पतला कागज़, झाड़ू की तीलियाँ, गोंद, टेप, कैंची।*

तरीका –

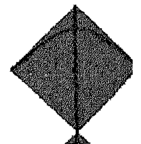
- कागज़ को चौकोर काटो।



- उसमें गोंद या टेप से दो तीलियाँ चिपका लो, जैसा चित्र में दिखाया गया है।



- तीली के निचले हिस्से में पूँछ के लिए एक तिकोना टुकड़ा काटकर चिपका दो।



- पतंग तैयार है।



सोचो और बताओ

- सूरज आसमान में दौड़ क्यों लगाता होगा?
- चिड़ियाँ शोर क्यों मचाती होंगी?
- चंदा तारों पर क्यों अकड़ता होगा?
- दादा घर में कैसे धौंस जमाते होंगे?



शोर

एक मिनट के लिए आँखें बंद करके बिल्कुल चुपचाप बैठ जाओ। ध्यान से आसपास की आवाज़ें सुनो।

- अब आँखें खोलो। क्या याद है, तुमने किस-किसकी आवाज़ सुनी थी? नीचे उनके नाम लिखो।

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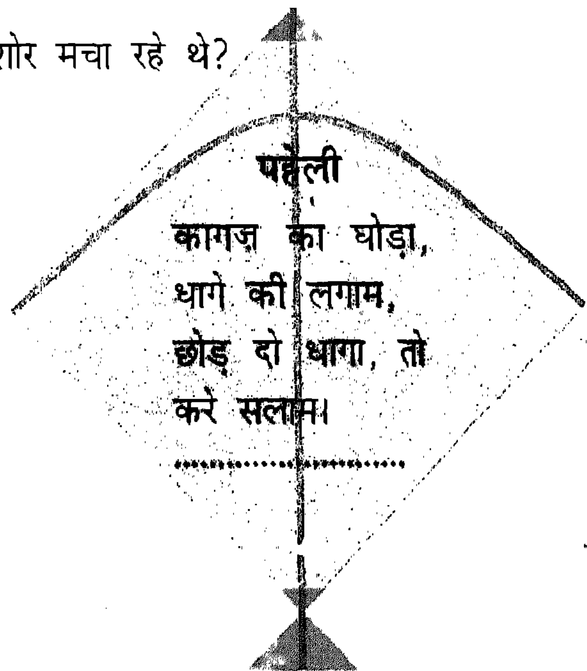
- इनमें से कौन-कौन बहुत शोर मचा रहे थे?

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पहेली

कागज़ का घोड़ा,
धागे की लगाम,
छोड़ दो धागा, तो
करे सलाम।

....



5. बहादुर बित्तो

एक किसान था। उसकी बीवी का नाम था – बित्तो। एक दिन किसान ने बित्तो से कहा – सुबह जब मैं खेत में हल चला रहा था तो एक शेर ने आकर कहा – किसान-किसान! अपना बैल मुझे दे दे वरना मैं तुझे खा जाऊँगा।

बित्तो ने उससे पूछा – तूने क्या जवाब दिया?

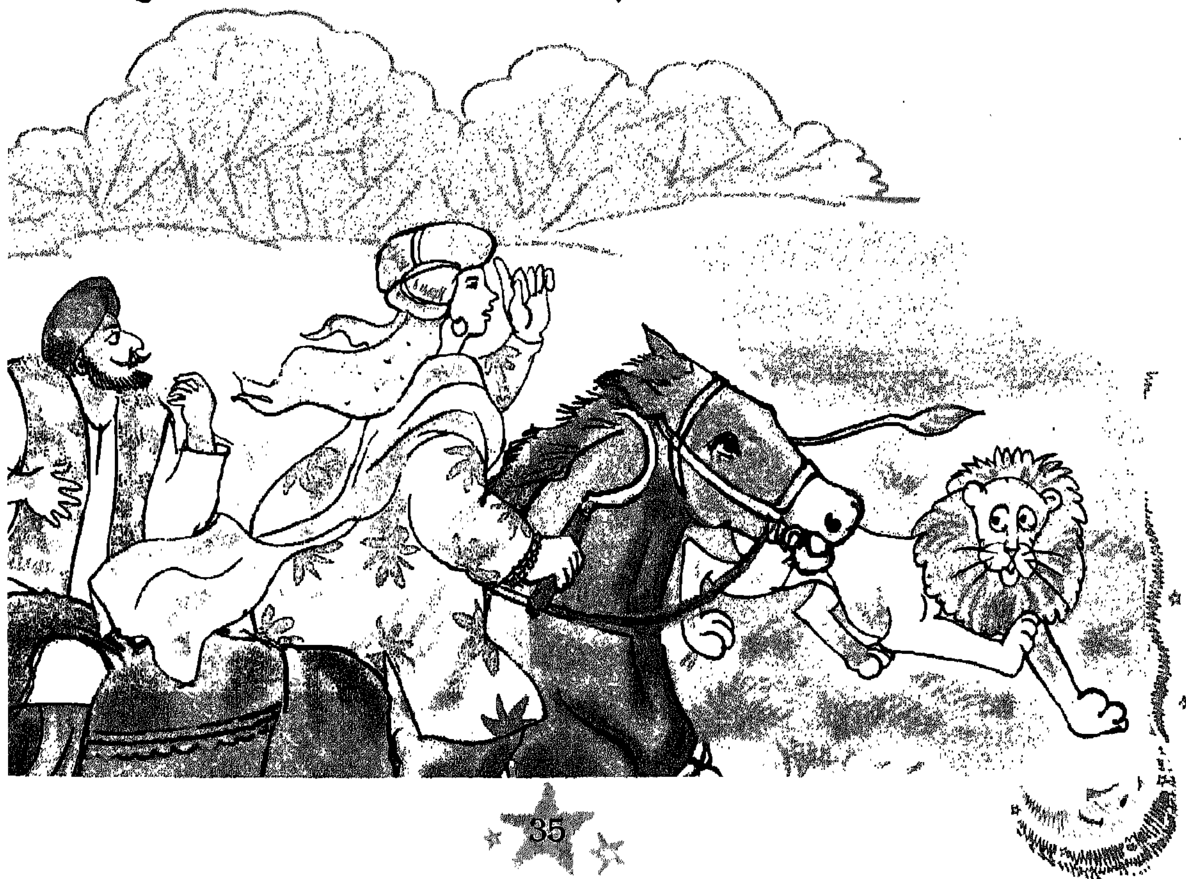


किसान ने कहा – मैंने कहा, तू यहीं रुक, मैं घर जाकर अपनी गाय ले आता हूँ। अगर तू बैल खा लेगा तो हम लोग भूखों मर जाएँगे।

यह सुनकर बित्तो को बहुत गुस्सा आया। उसने किसान को फटकारा– घर की गाय शेर को खिलाते तुझे शर्म नहीं आती? अगर गाय चली गई तो घर में न दूध, न लस्सी। बच्चे रोटी किस चीज़ के साथ खाएँगे?

बित्तो को एक तरकीब सूझी। उसने कहा – तुम फ़ौरन खेत में जाकर शेर से कहो कि मेरी बित्तो तुम्हारे खाने के लिए एक घोड़ा लेकर आ रही है।

किसान डरता-डरता शेर के पास गया। उसने कहा – शेर राजा! हमारी गाय तो बड़ी मरियल है। उससे तुम्हारा क्या बनेगा! मेरी बीवी अभी तुम्हारे लिए एक मोटा-ताज़ा घोड़ा लेकर आ रही है।





बित्तो ने सिर पर एक बड़ा-सा पग्गड़ बाँधा और हाथ में दराँती लेकर घोड़े पर सवार हो गई। घोड़ा दौड़ाती वह खेत पर पहुँची और ज़ोर से चिल्लाई – अरे किसान! तू तो कहता था कि तूने चार शेरों को फाँस कर रखा है। यहाँ तो सिर्फ़ एक ही है। बाकी कहाँ गए? फिर वह घोड़े से उतरकर शेर की तरफ़ बढ़ी और कहने लगी – अच्छा, कोई बात नहीं, नाश्ते में एक ही शेर काफ़ी है।

इतना सुनना था कि शेर डर के मारे काँपने लगा और भाग खड़ा हुआ।

यह देखकर बित्तो बोली – देखा, इसे कहते हैं हिम्मत! तुम तो इतने डरपोक हो कि घर की गाय शेर के हवाले कर रहे थे।

उधर मारे भूख के शेर की आँतें छटपटा रही थीं। एक भेड़िए ने पूछा – महाराज, क्या मामला है? आप आज बहुत उदास दिखाई दे रहे हैं!

शेर ने कहा – कुछ न पूछो, आज मुश्किल से जान बची है। आज एक ऐसी राक्षसी से पाला पड़ गया जो रोज़ सुबह चार शेरों का नाश्ता करती है।

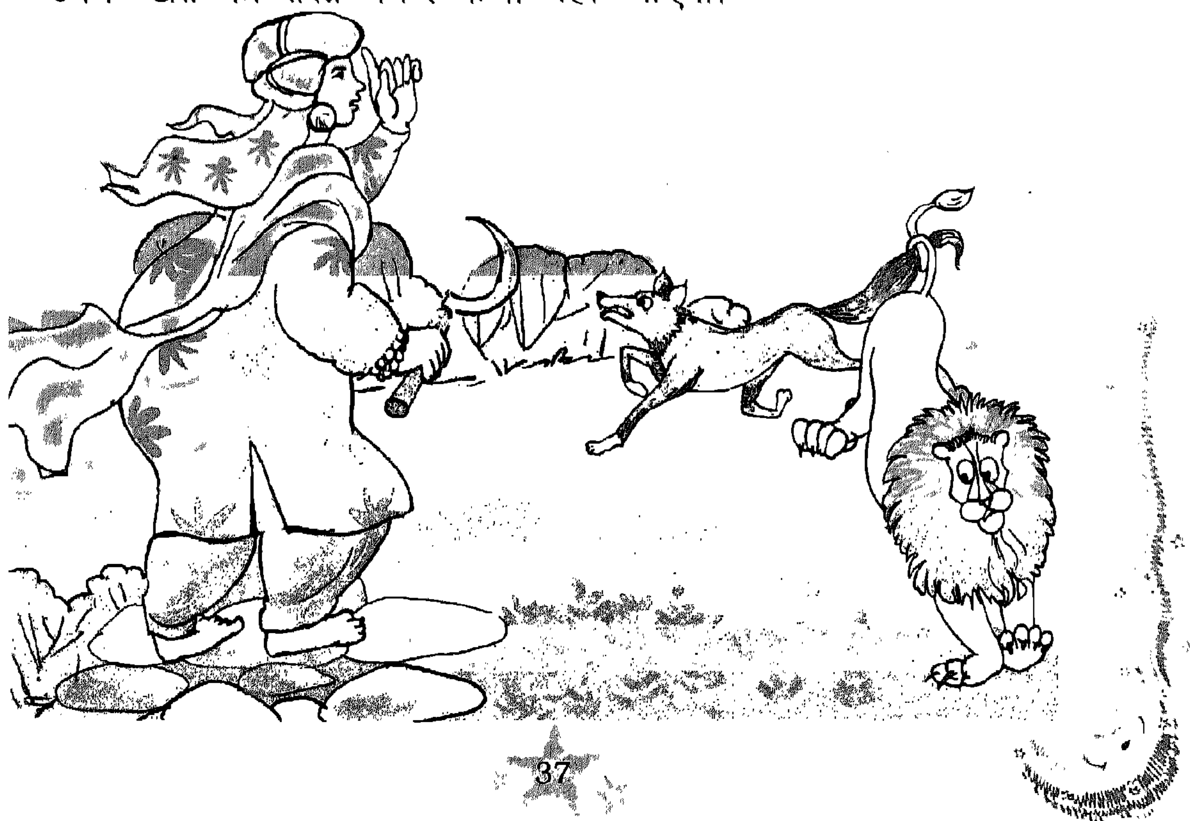
यह सुनकर भेड़िया बहुत हँसा। वह सुबह झाड़ी में छिपकर सारा तमाशा देख रहा था। उसने कहा – भोले बादशाह! वह तो बित्तो थी, जिसे आपने राक्षसी समझ लिया था। आप इस बार फिर कोशिश करके देखिए। अगर बैल आपके हाथ न आए तो मेरा नाम भेड़िया नहीं।

बहुत कहने-सुनने पर शेर किसान के खेत में जाने के लिए तैयार हो गया। लेकिन उसने भेड़िए से कहा – तुम अपनी पूँछ मेरी पूँछ से बाँध लो।

दोनों जने पूँछ बाँधकर चल पड़े। उन्हें देखते ही किसान के होश-हवास गुम हो गए। वह डर से थर-थर काँपने लगा। लेकिन बित्तो बिल्कुल नहीं घबराई। भेड़िए के पास जाकर उसने कहा – क्यों रे भेड़िए, तू तो अभी वादा करके गया था कि तू अपनी पूँछ से चार शेर बाँधकर लाएगा! लेकिन तू तो सिर्फ़ एक ही शेर लाया है! वह भी मरियल-सा! भला इसे खाकर मेरी भूख मिट सकती है? खैर, इस वक्त यही सही। इतना कहकर बित्तो आगे बढ़ी।

शेर के होश-हवास उड़ गए। उसने समझा कि भेड़िए ने उसके साथ धोखा किया है। वह फ़ौरन वहाँ से भागा। भेड़िया बहुत चीखा-चिल्लाया, लेकिन शेर ने एक न सुनी। तेज़ी से भागता चला गया।

किसान और बित्तो आराम से रहने लगे। उन्हें मालूम था कि अब शेर उनके खेत की तरफ़ फिर कभी नहीं आएगा।







कहानी में ढूँढ़ो

- शेर किसान से क्या लेने गया था?
- शेर ने बित्तो को राक्षसी क्यों समझ लिया?
- बैल की जान कैसे बच गई?



तुम्हारी ज़बानी

नीचे कुछ शब्दों के नीचे रेखा खिंची हुई है। उन्हें ध्यान में रखते हुए नीचे लिखे वाक्यों को अपने शब्दों में लिखो।

- बित्तो घोड़े पर सवार हो गई।
- तुम घर की गाय को शेर के हवाले कर रहे थे।
- आज एक राक्षसी से पाला पड़ गया।
- अगर बैल आपके हाथ न आए तो मेरा नाम भेड़िया नहीं।
- शेर को देखते ही किसान के होश-हवास गुम हो गए।



बेचारा भेड़िया!

- शेर तो डर कर भाग गया। सोचो तो भेड़िए का क्या हुआ होगा?
- शेर किसान के पास कितनी बार गया था? कहानी देखे बिना बताओ।

खाली जगह में क्या आएगा?

- मेरी छत पर <u>मोर</u> आया।
- मेरी छत पर <u>मोरनी</u> आई।

मोर-मोरनी की तरह नीचे लिखे शब्दों के भी रूप बदलो।

औरत –	घोड़ा – ....
शेर –	मछुआरा – ....
बच्चा –	राजा – ....

मैं नहीं जाऊँगा!

शेर ने बित्तो को राक्षसी समझ लिया। वह खेत में नहीं जाना चाहता था पर भेड़िए के समझाने पर वह राज़ी हो गया। सोचो, शेर और भेड़िए के बीच क्या बातचीत हुई होगी?

शेर – भेड़िए, तुम क्यों हँस रहे हो?

भेड़िया – महाराज, वह तो ....

शेर – नहीं नहीं। वह सचमुच राक्षसी थी।

भेड़िया – मैंने अपनी आँखों से देखा है महाराज। वह ....

....

शेर – ....

भेड़िया – ....

शेर – ठीक है ....।





बोलो, तुम क्या सोचती हो!

- भेड़िए ने शेर को **भोले महाराज** क्यों कहा? क्या शेर सचमुच भोला था?
- शेर ने भेड़िए की पूँछ के साथ अपनी पूँछ क्यों बाँध ली?
- क्या शेर फिर कभी बित्तो के खेत की तरफ़ गया होगा? हाँ, तो क्यों? नहीं, तो क्यों?
- बित्तो की हिम्मत तुम्हें कैसी लगी? अगर तुम बित्तो की जगह होतीं तो शेर से कैसे निपटतीं?

राज का राज़

शेर जंगल पर राज करता था।

मेरा राज़ किसी से न कहना।

राज और राज़ को बोलकर देखो।

दोनों के बोलने में फ़र्क है न?

- कहानी में से ऐसे ही **ज़** पर लगे नुक्ते वाले शब्द ढूँढ़ो।

  ....

- अब अपने मन से सोचकर **ज़** पर लगे नुक्ते वाले पाँच शब्द लिखो।

  ....



अगर ऐसा होता तो

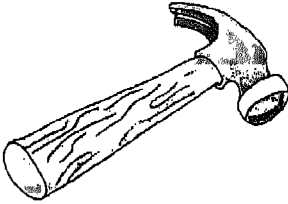
- अगर तुम शेर की जगह होतीं तो क्या करतीं?
- अगर तुम बित्तो की जगह होतीं तो शेर से कैसे निपटतीं?

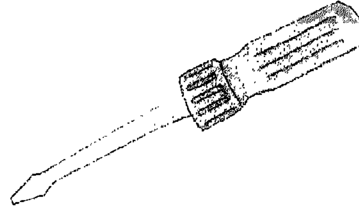


पहचानो तो

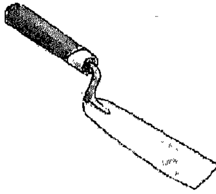
- कहानी में तुमने दराँती का चित्र देखा। नीचे ऐसे ही कुछ और औज़ारों के चित्र दिए गए हैं। उन्हें पहचानो और बॉक्स में दिए शब्दों में से सही शब्द ढूँढ़कर लिखो।

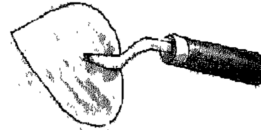
पेचकस   खुरपी   करनी   हथौड़ी   आरी



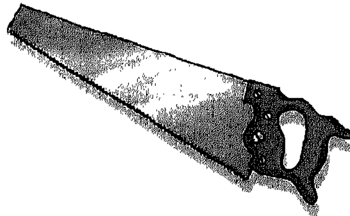


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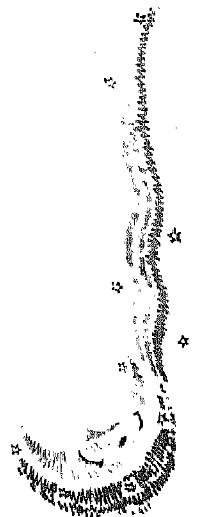




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 वरना ...

- शेर ने किसान से कहा – अपना बैल मुझे दे दो <u>वरना</u> मैं तुझे खा जाऊँगा। **वरना** शब्द का इस्तेमाल करते हुए तुम भी तीन वाक्य बनाओ।

....

....

....

 हम किसी से कम नहीं

- कई जगहों पर गाँवों में औरतें खेतों में भी काम करती हैं। तुम्हारे आसपास की औरतें और लड़कियाँ क्या-क्या काम करती हैं?

 शेर और घोड़ा

शेर और घोड़े में कई अंतर होते हैं।
ध्यान से सोचकर नीचे लिखो।

	शेर	घोड़ा
खाना	....	....
घर	....	....
रंग	....	....
आदतें	....	....

- **नीचे दिए गए शब्दों को सही तालिका में लिखो।**

किसान, बोतल, लता, कक्कू, केला, कलम, राजू, रानू, चूहा, नीना, शेर, जूता, चारपाई, पगड़ी, खरगोश, करेला, छलनी, बित्तो, घोड़ा, गौरैया, बाल्टी, पीपल, कोयल, नीम, किताब, दराँती

जानवर	चीज़ें	नाम



मूस की मज़दूरी

बहुत समय पहले की बात है। उस समय आदमी के पास धान नहीं था। सबसे पहले आदमी ने धान का पौधा एक पोखरी के बीच में देखा। धान की बालियाँ झूम-झूमकर जैसे आदमी को बुला रही थीं। पर गहरे पानी के कारण धान तक पहुँचना कठिन था।

आदमी सोचता हुआ खड़ा ही था कि वहीं पर एक मूस दिखलाई पड़ा। आदमी ने मूस को पास बुलाया और कहा –

मूस भाई, पोखरी के बीच में देखो उन धान की प्यारी बालियों को, झूम-झूम कर वे मुझे बुला रही हैं लेकिन पानी गहरा है। यदि तुम उन्हें हमारे लिए ला दो, तो हम तुम्हें मेहनताने का हिस्सा दे देंगे।

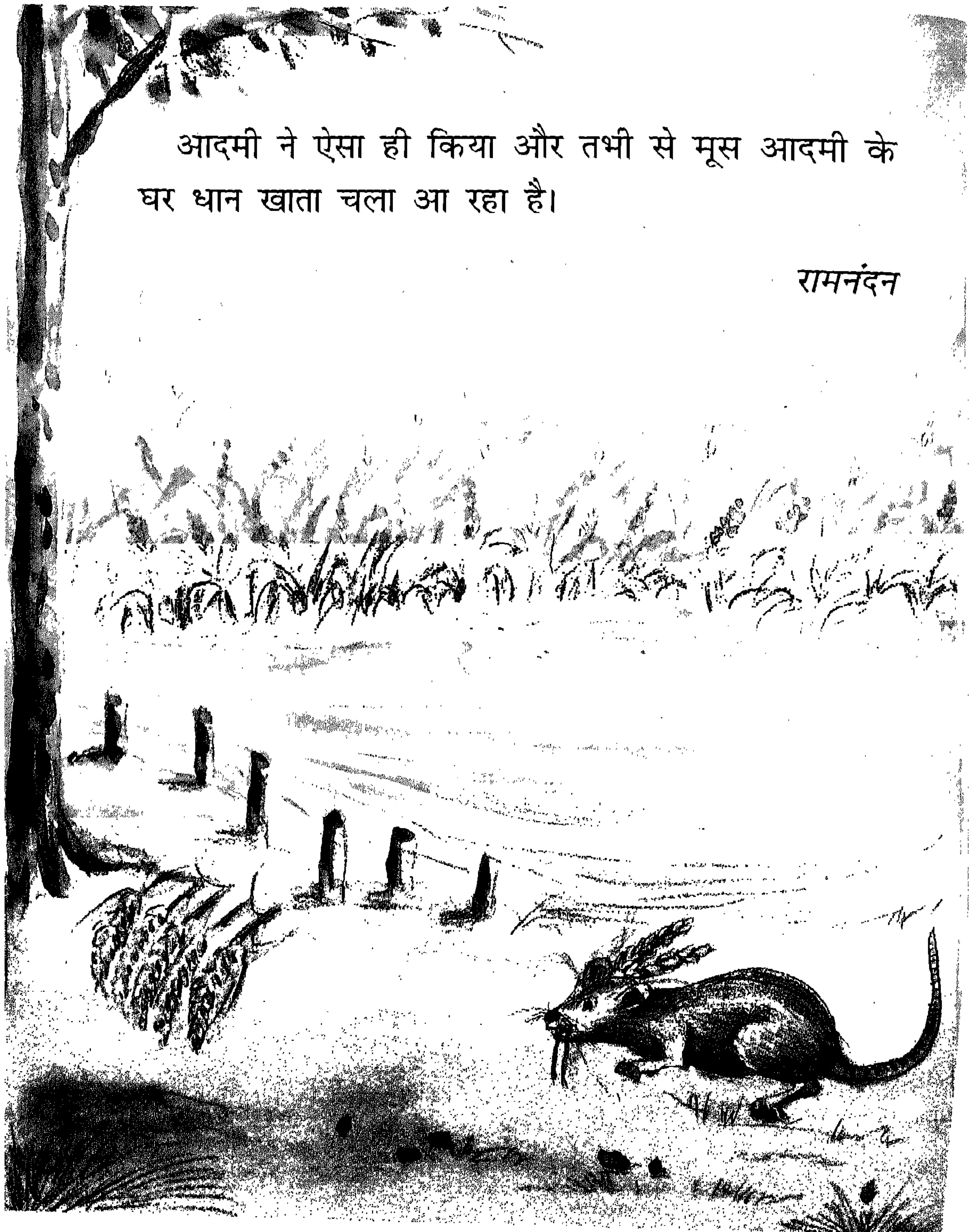
मूस को भला क्या एतराज़ था! वह सरसर तैर गया और बालियों को दाँतों से कुतर-कुतर कर किनारे पर लाने लगा। थोड़ी-ही देर में किनारे पर धान की बालियों का ढेर बन गया।

तब आदमी ने प्रसन्न होकर कहा – मूस भाई, अब इसमें से अपनी मज़दूरी का हिस्सा तुम स्वयँ ले लो।

पर मूस ने कहा – भाई मेरे, मैं ठहरा छोटा जीव। मेरा सिर भी है छोटा। अपना हिस्सा इस छोटे से सिर पर ढोकर कैसे ले जाऊँगा? इसलिए अच्छा तो यह होगा कि तुम यह पूरा धान अपने घर ले जाओ और मैं तुम्हारे घर पर ही आकर अपने हिस्से का थोड़ा धान खा लिया करूँगा।

आदमी ने ऐसा ही किया और तभी से मूस आदमी के घर धान खाता चला आ रहा है।

रामनंदन



6. हमसे सब कहते

नहीं सूर्य से कहता कोई
धूप यहाँ पर मत फैलाओ,
कोई नहीं चाँद से कहता
उठा चाँदनी को ले जाओ।

कोई नहीं हवा से कहता
खबरदार जो अंदर आई,
बादल से कहता कब कोई
क्यों जलधार यहाँ बरसाई?

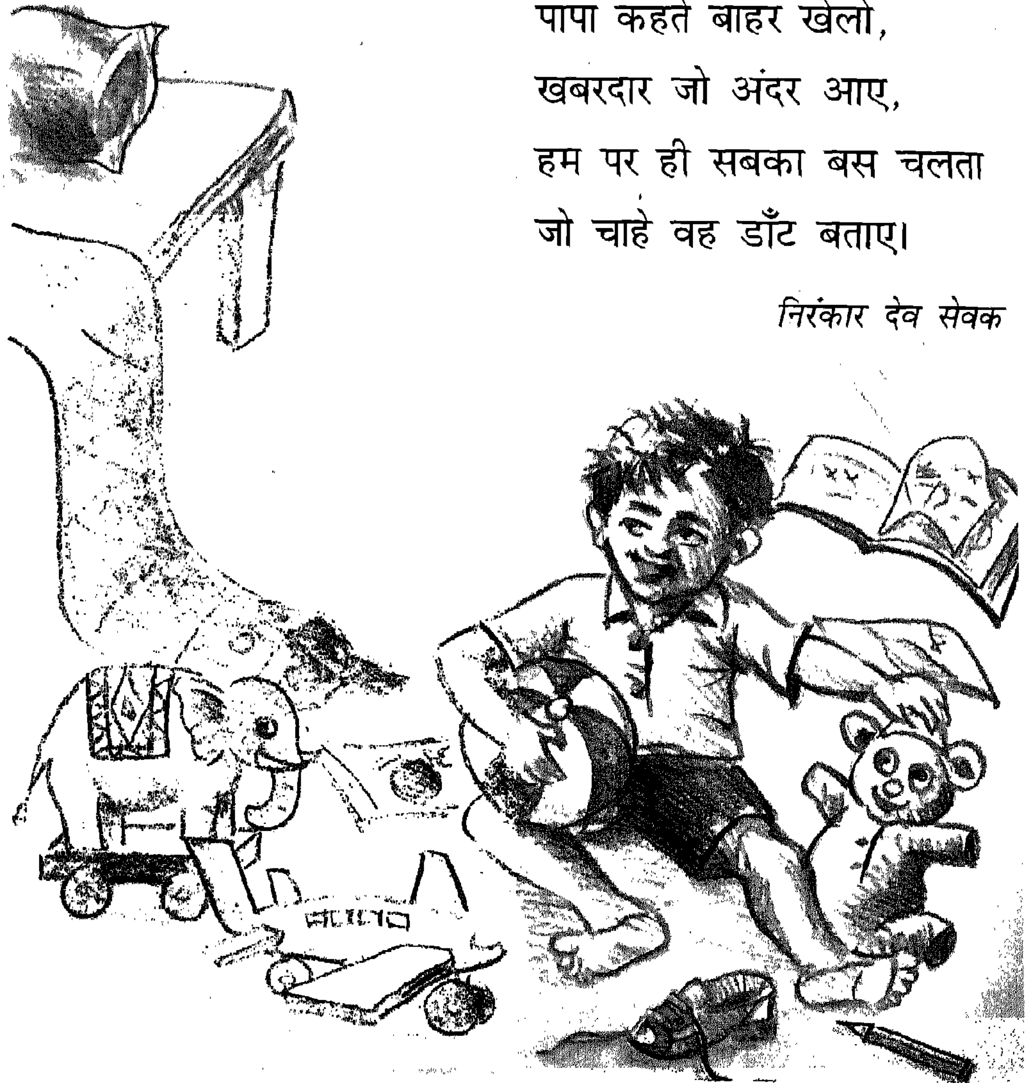




फिर क्यों हमसे भैया कहते
यहाँ न आओ, भागो जाओ,
अम्मा कहती हैं, घर-भर में
खेल-खिलौने मत फैलाओ।

पापा कहते बाहर खेलो,
खबरदार जो अंदर आए,
हम पर ही सबका बस चलता
जो चाहे वह डाँट बताए।

निरंकार देव सेवक





नया शीर्षक

अगर तुम्हें इस कविता का नाम बदलने को कहें, तो तुम इसे क्या नाम दोगे?



करो — मत करो

पाठशाला में और घर में तुम्हें क्या-क्या करने के लिए कहा जाता है और क्या-क्या करने के लिए मना किया जाता है। नीचे वाली तालिका में लिखो।

करो	मत करो
....	....
....	....
....	....



ज़रा सोचो

- सूरज चाँद की रोशनी को भगा देता है।
- बादल सूरज की रोशनी को भगा देता है।
- हवा बादल को भगा देती है। बताओ, कौन किससे ज़्यादा ताकतवर है?



तुम्हारी बात

अम्मा, पापा, भैया, दीदी सभी बड़ों का बच्चों पर बस चलता है।

- तुम्हारा किस-किस पर बस चलता है?

  ....

- तुम्हारे घर में तुम्हें कौन-कौन टोकता रहता है?

  ....

- किन-किन बातों पर तुम्हें अक्सर टोका जाता है?

  ....







कौन सी चीज़ कहाँ

शालू को बहुत-सी चीज़ों के नाम आते हैं। उसने नामों को लिख-लिखकर पट्टी भर ली। वे नाम मैंने नीचे लिख दिए हैं।

शालू की सूची

शक्कर, कबड्डी, पपीता, मार-कुटाई, लोमड़ी, गुलाब, जामुन, शेर, ककड़ी, शतरंज, बल्ला, मगर, लड्डू, गाय, बेर, पेड़ा, बकरी, गिल्ली, कबूतर, पतंग, मसाला, लट्टू, तोता, शहतूत, चटनी

अब शालू यह सोच रही है कि किस नाम को किस खाने में लिखना है। क्या तुम उसकी मदद कर सकती हो?

अक्षर	जानवर या पक्षी	खाने-पीने का सामान	खेल का नाम या सामान
ब	बकरी	बेर	बल्ला
म	मगर	....	....
क	....	....	कंकड़
ल	....	....	लट्टू
प	....	....	....
ग	....	....	गिल्ली
श	....	....	....

ऐसे ही खेल तुम और अक्षरों के साथ खेल सकते हो। अलग तरह के खाने भी बना सकते हो - जैसे 'ट' से शुरू होने वाली गोल या लाल चीज़।

अब हरेक खाने के नाम वर्णमाला के हिसाब से क्रम से लगाओ -

जानवर या पक्षी	
खाने पीने का सामान	
खेल का नाम या सामान	

'हमसे सब कहते' कविता में जिन लोगों, चीज़ों और जगहों के नाम आए हैं, उन्हें नीचे दी गई तालिका में लिखो।

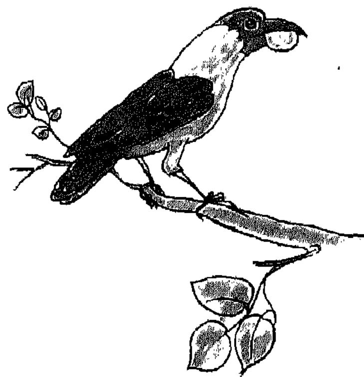
लोग	चीज़	जगह
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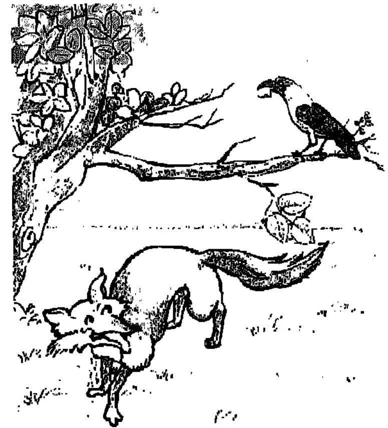


यह कहानी तुमने कई बार सुनी होगी।

- **कौआ और लोमड़ी**



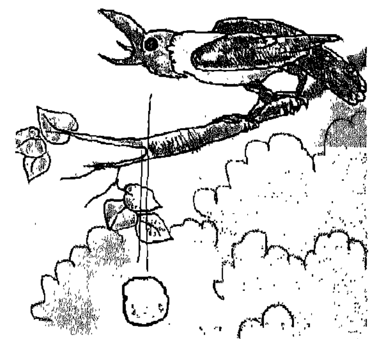
एक बार एक कौए को एक रोटी मिली।



लोमड़ी ने सोचा क्यों न मैं इस कौए को मूर्ख बनाकर रोटी ले लूँ।

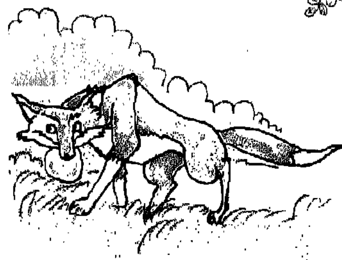


लोमड़ी बोली – कौए भाई तुम इतना अच्छा गाते हो! मुझे भी एक गाना सुनाओ।



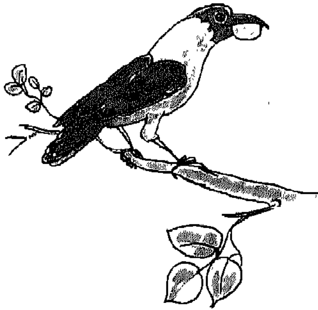
कौए ने जैसे ही गाने के लिए मुँह खोला, रोटी नीचे गिर गई।





लोमड़ी रोटी लेकर चली गई।

आओ, अब इन्हीं चित्रों से एक नई कहानी बनाएँ।



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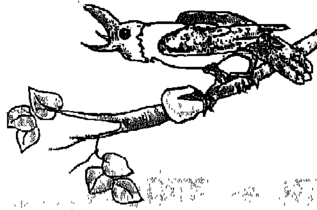
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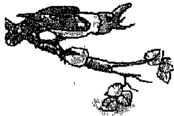
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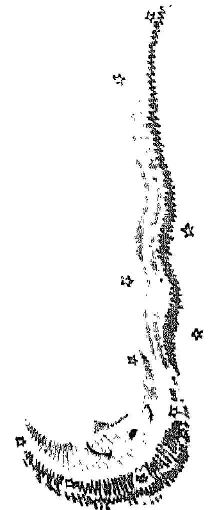
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7. टिपटिपवा

एक थी बुढ़िया। उसका एक पोता था। पोता रोज़ रात में सोने से पहले दादी से कहानी सुनता। दादी रोज़ उसे तरह-तरह की कहानियाँ सुनाती।

एक दिन मूसलाधार बारिश हुई। ऐसी बारिश पहले कभी नहीं हुई थी। सारा गाँव बारिश से परेशान था। बुढ़िया की झोंपड़ी में पानी जगह-जगह से टपक रहा था – टिपटिप-टिपटिप। इस बात से बेखबर पोता दादी की गोद में लेटा कहानी सुनने के लिए मचल रहा था। बुढ़िया खीझकर बोली – अरे बचवा, का कहानी सुनाएँ? ई टिपटिपवा से जान बचे तब न!

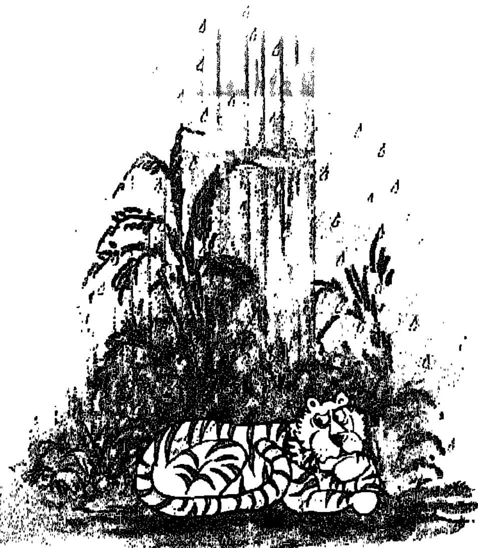
पोता उठकर बैठ गया। उसने पूछा – दादी, ये टिपटिपवा कौन है? टिपटिपवा क्या शेर-बाघ से भी बड़ा होता है?

दादी छत से टपकते हुए पानी की तरफ़ देखकर बोली – हाँ बचवा, न शेरवा के डर, न बघवा के डर। डर त डर, टिपटिपवा के डर।



संयोग से मुसीबत का मारा एक बाघ बारिश से बचने के लिए झोंपड़ी के पीछे बैठा था। बेचारा बाघ बारिश से घबराया हुआ था। बुढ़िया की बात सुनते ही वह और डर गया।

अब यह टिपटिपवा कौन-सी बला है? ज़रूर यह कोई बड़ा जानवर है। तभी तो बुढ़िया शेर-बाघ से ज़्यादा टिपटिपवा से डरती है। इससे पहले कि बाहर आकर वह मुझ पर हमला करे, मुझे ही यहाँ से भाग जाना चाहिए।



बाघ ने ऐसा सोचा और झटपट वहाँ से दुम दबाकर भाग चला।

उसी गाँव में एक धोबी रहता था। वह भी बारिश से परेशान था। आज सुबह से उसका गधा गायब था। सारा दिन वह बारिश में भीगता रहा और जगह-जगह गधे को ढूँढ़ता रहा लेकिन वह कहीं नहीं मिला।



धोबी की पत्नी बोली – जाकर गाँव के पंडित जी से क्यों नहीं पूछते? वे बड़े ज्ञानी हैं। आगे-पीछे, सबके हाल की उन्हें खबर रहती है।

पत्नी की बात धोबी को जँच गई। अपना मोटा लट्ठ उठाकर वह पंडित जी के घर की तरफ़ चल पड़ा। उसने देखा कि पंडित जी घर में जमा बारिश का पानी उलीच-उलीचकर फेंक रहे थे ।



धोबी ने बेसब्री से पूछा– महाराज, मेरा गधा सुबह से नहीं मिल रहा है। ज़रा पोथी बाँचकर बताइए तो वह कहाँ है?

सुबह से पानी उलीचते-उलीचते पंडित जी थक गए थे। धोबी की बात सुनी तो झुँझला पड़े और बोले – मेरी पोथी में तेरे गधे का पता - ठिकाना लिखा है क्या, जो आ गया पूछने? अरे, जाकर ढूँढ़ उसे किसी गढ़ई-पोखर में।

और पंडित जी लगे फिर पानी उलीचने। धोबी वहाँ से चल दिया। चलते-चलते वह एक तालाब के पास पहुँचा। तालाब के किनारे ऊँची-ऊँची घास उग रही थी। धोबी घास में गधे को ढूँढ़ने लगा। किस्मत का मारा बेचारा बाघ टिपटिपवा के डर से वहीं घास में छिपा बैठा था। धोबी को लगा कि बाघ ही उसका गधा है। उसने आव देखा न ताव और लगा बाघ पर मोटा लट्ठ बरसाने। बेचारा बाघ इस अचानक हमले से एकदम घबरा गया।

बाघ ने मन ही मन सोचा – लगता है यही टिपटिपवा है। आखिर इसने मुझे ढूँढ़ ही लिया। अब अपनी जान बचानी है तो यह जो कहे, चुपचाप करते जाओ।

आज तूने बहुत परेशान किया है। मार-मारकर मैं तेरा कचूमर निकाल दूँगा – ऐसा कहकर धोबी ने बाघ का कान पकड़ा और उसे



खींचता हुआ घर की तरफ़ चल दिया। बाघ बिना चूँ-चपड़ किए भीगी बिल्ली बना धोबी के पीछे-पीछे चल दिया। घर पहुँचकर धोबी ने बाघ को खूँटे से बाँध दिया और सो गया।

सुबह जब गाँव वालों ने धोबी के घर के बाहर खूँटे से एक बाघ को बँधे देखा तो उनकी आँखें खुली की खुली रह गईं।

गिरिजा रानी अस्थाना





कौन-किससे परेशान?

इस कहानी में लगता है सभी परेशान थे। बताओ कौन-किससे परेशान था?

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मतलब बताओ

नीचे कहानी में से कुछ वाक्य दिए गए हैं। इन्हें अपने शब्दों में लिखो।

- टिपटिपवा कौन-सी **बला** है?

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- पत्नी की बात धोबी को **जँच** गई।

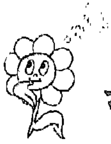
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- बाघ **बिना चूँ-चपड़ किए भीगी बिल्ली** बना धोबी के पीछे-पीछे चल दिया।

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- ज़रा **पोथी बाँच कर** बताइए वह कहाँ है?

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याद करो तो

पोता दादी की गोद में कहानी सुनने के लिए मचल रहा था। तुम किन-किन चीज़ों के लिए मचलते हो?

मैं ....

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कौन है टिपटिपवा!

हाँ बचवा, न शेरवा के डर, न बघवा के डर। डर त डर, टिपटिपवा के डर।

- तुम्हारे घर की बोली में इस बात को कैसे कहेंगे?

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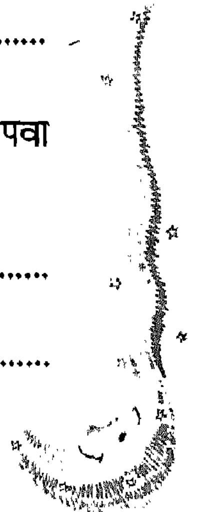
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- कहानी में टिपटिपवा कौन था? तुम किस-किस को टिपटिपवा कहोगे?

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बारिश

यह कहानी एक ऐसे दिन की है जब मूसलाधार बारिश हो रही थी। अगर मूसलाधार बारिश की बजाए बूँदा-बाँदी होती, तो क्या होता?

यदि उस रात बूँदा-बाँदी होती तो

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तरह तरह की आवाज़ें

पानी के टपकने की टिपटिप-टिपटिप आवाज़ आ रही थी।

सोचो और लिखो ये आवाज़ें कब सुनाई पड़ती हैं।

खर्र-खर्र	भिन-भिन	ठक-ठक ....
चर्र-चर्र	भक-भक	तड़-तड़ ....



खूँटा

धोबी ने बाघ को खूँटे से बाँध दिया। सोचो और बताओ, खूँटे से क्या-क्या बाँधा जाता है?



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एक से ज़्यादा

एक कहानी	–	सभी कहानियाँ
एक तितली	–	कई ....
एक	–	दस ....
एक चूड़ी	–	ढेरों ....
एक खिड़की	–	चार ....





8. बंदर-बाँट

स्थान : खुली जगह या कोई बड़ा कमरा।

पात्र : एक बंदर और दो बिल्लियाँ। सात-आठ बरस का लड़का बंदर और पाँच-छह बरस की लड़कियाँ बिल्ली बन सकती हैं।

बंदर के लिए पोशाक : पीला चूड़ीदार पाजामा, कुर्ता और दुपट्टा, जो कमर में पूँछ-सी निकालकर बाँधा जा सकता है। मुँह पर लगाने के लिए बंदर का चेहरा जिसमें आँखों और मुँह की जगह छेद हों।

बिल्लियों के लिए पोशाक : काली सफ़ेद सलवारें, कमीज़ें, दुपट्टे जो कमर में पूँछ-सी निकालकर बाँधे जा सकते हैं। मुँह पर लगाने के लिए काली-सफ़ेद बिल्लियों के चेहरे जिनमें आँखों और मुँह की जगह बड़े छेद हों जिनसे देखा-बोला जा सके।

सामान : एक मेज़, एक बड़ा मेज़पोश या बड़ी चादर, डबलरोटी का एक टुकड़ा, एक छोटी तराज़ू।

(पहला दृश्य—कोई कमरा)

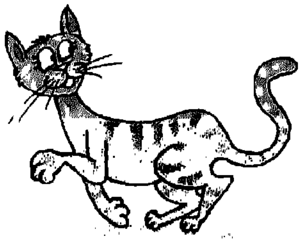
(कमरे के बीच में एक मेज़ है जिस पर मेज़पोश पड़ा है जो कि आगे से ढका है, मेज़ पर एक रोटी का टुकड़ा है। मेज़ के नीचे एक तराज़ू रखा है, पर दिखाई नहीं देता)

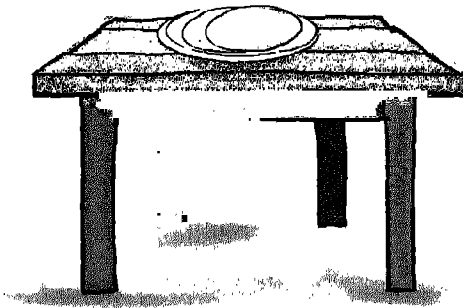
(म्याऊँ-म्याऊँ की आवाज़ होती है और दाहिनी तरफ़ से काली बिल्ली और बाईं तरफ़ से सफ़ेद बिल्ली प्रवेश करती है।)

काली बिल्ली : बिल्ली बहन, नमस्ते!

सफ़ेद बिल्ली : नमस्ते बहन, नमस्ते!

काली बिल्ली	:	अच्छी तो हो?
सफ़ेद बिल्ली	:	अच्छी क्या हूँ, भूखी हूँ!
काली बिल्ली	:	मैं भी भूखी हूँ।
सफ़ेद बिल्ली	:	खाने को कुछ ढूँढ़ रही हूँ।
काली बिल्ली	:	उस खोज में मैं भी निकली हूँ।
सफ़ेद बिल्ली	:	मुझे महक रोटी की आती।
काली बिल्ली	:	हाँ, मेरी भी नाक बताती, पास कहीं है।
सफ़ेद बिल्ली	:	रखी मेज़ पर है वो रोटी। लपकूँ? कोई आ न जाए तो...





काली बिल्ली : तू डर, मैं तो लेने चली...

(काली बिल्ली लपकती है और रोटी लेकर भागने लगती है)

सफ़ेद बिल्ली	:	ठहर, कहाँ भागी जाती है रोटी लेकर, रोटी मेरी।
काली बिल्ली	:	रोटी तेरी! कैसे तेरी? रोटी मेरी।
सफ़ेद बिल्ली	:	मैं न दिखाती तो तू जाती?
काली बिल्ली	:	अच्छा, क्या मैं खुद न देखती? क्या मेरी दो आँखें नहीं हैं?





डरती थी उस तक जाने में!
जा डरपोक कहीं की, जा भग, रोटी मेरी।

सफ़ेद बिल्ली : रोटी, कहे दे रही, मेरी।
मैं ले जाने तुझे न दूँगी।

काली बिल्ली : देख, राह से मेरी हट जा।
ले जाऊँगी, तुझे न दूँगी।

सफ़ेद बिल्ली : देखूँ, कैसे ले जाती है!
जो पहले देखे हक उसका है रोटी पर!

काली बिल्ली : पहले दौड़े, दौड़ के ले ले पहले उसका
हक रोटी पर। रोटी पर पहला हक मेरा।

सफ़ेद बिल्ली : मैं कहती हूँ, रोटी मेरी।

काली बिल्ली : मैं कहती हूँ, रोटी मेरी।



(दोनों झगड़ती हैं, 'रोटी मेरी', 'रोटी मेरी' कहकर एक-दूसरे पर गुर्राती हैं)

(बंदर का प्रवेश)

बंदर : क्यों तुम दोनों झगड़ रही हो? तुम कहती हो रोटी मेरी। (*सफ़ेद बिल्ली से*) तुम कहती हो रोटी मेरी। (*काली बिल्ली से*) रोटी किसकी? मैं इसका फ़ैसला करूँगा। चलो कचहरी, मेरे पीछे-पीछे आओ।

(बंदर दोनों से छीनकर रोटी अपने हाथ में लेकर चलता है, दोनों बिल्लियाँ पीछे-पीछे जाती हैं)

(दूसरा दृश्य—बंदर की कचहरी)

(बंदर मेज़ पर बैठा है। रोटी का टुकड़ा सामने रखा है। दोनों बिल्लियाँ मेज़ के सामने इधर-उधर खड़ी हैं।)

बंदर (*सफ़ेद बिल्ली से*) : बोलो, तुमको क्या कहना है?

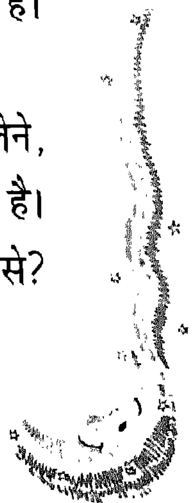
सफ़ेद बिल्ली : श्रीमान, पहले मैंने ही रोटी देखी थी, इससे रोटी पर पूरा हक मेरा बनता है।

बंदर (*काली बिल्ली से*) : बोलो, तुमको क्या कहना है?

काली बिल्ली : श्रीमान, पहले मैं झपटी थी रोटी लेने, इससे रोटी पर मेरा हक पूरा बनता है।

बंदर (*सफ़ेद बिल्ली से*) : एक आँख से देखी थी, या दो आँखों से?

सफ़ेद बिल्ली : दो आँखों से, दोनों आँखों से।





बंदर (*काली बिल्ली से*)	:	एक टाँग से झपटी थी या दोनों टाँगों से?
काली बिल्ली	:	दो टाँगों से, दोनों टाँगों से।
बंदर	:	तुम दोनों का था गवाह भी?
दोनों बिल्लियाँ	:	कहीं न कोई। कोई न कहीं ।
बंदर	:	बात बराबर। बात बराबर। मेरा फ़ैसला है कि रोटी तोड़-तोड़कर तुम्हें बराबर दे दी जाए। मेरे पास धरम-काँटा है।

(बंदर मेज़ के नीचे से तराजू निकालकर लाता है। दो हिस्सों में तोड़कर दोनों पलड़ों पर रखता है और उठाता है। एक पलड़ा नीचे रहता है, दूसरा ऊपर)



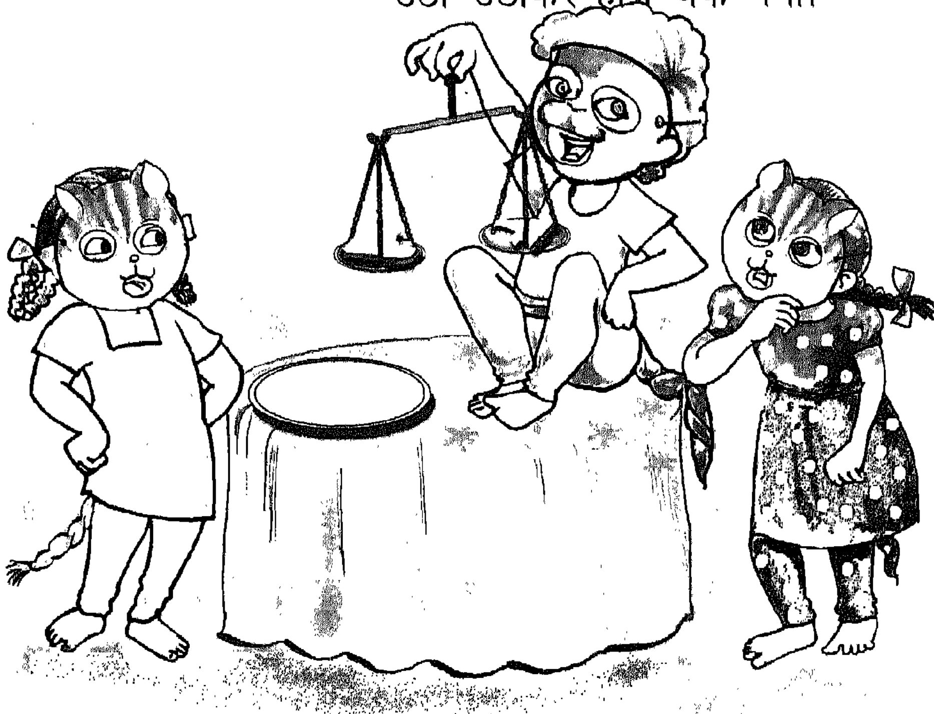
बंदर : यह टुकड़ा कुछ भारी निकला। इसमें से थोड़ा खाकर हल्का कर दूँ।

(फिर तराजू उठाता है। अब पहला पलड़ा ऊपर है और दूसरा नीचे)

बंदर : अब यह टुकड़ा भारी निकला। अब इसको थोड़ा खाकर हल्का कर दूँ।

(फिर तराजू उठाता है। अब पहला पलड़ा नीचे हो गया और दूसरा ऊपर)

बंदर : अब यह टुकड़ा भारी निकला। टुकड़े भी कितने खोटे हैं, एक-दूसरे को छोटा दिखलाने में ही लगे हुए हैं। मुँह थक गया बराबर करते-करते और तराजू उठा-उठाकर हाथ थक गया।







(बिल्लियों को बंदर की चालाकी का पता चल गया। हाथ मलती हुई बड़ी उदासी से एक-दूसरे को देखते हुए)

सफ़ेद बिल्ली : आप थक गए, अब न उठाएँ और तराजू।

काली बिल्ली : बचा-खुचा जो उसको दे दें, हम आपस में बाँट खाएँगी।

बंदर : नहीं, नहीं, तुम फिर झगड़ोगी। मैं झगड़े की जड़ को ही काटे देता हूँ। बचा-खुचा भी खा लेता हूँ।



(इतना कहकर बची-खुची रोटी भी बंदर खा जाता है और तराजू लेकर भाग जाता है)

दोनों बिल्लियाँ : आपस में झगड़ा कर बैठीं, बुद्धि अपनी खोटी।
अब पछताने से क्या होता, बंदर हड़पा रोटी।

हरिवंशराय बच्चन

 लड़ाई-झगड़ा

- दोनों बिल्लियों के बीच झगड़े की जड़ क्या थी?
  - ✧ उनके झगड़े का हल कैसे निकाला गया?
- तुम किस-किस के साथ अक्सर झगड़ते हो?
  - ✧ झगड़ते समय तुम क्या-क्या करते हो?
  - ✧ जब तुम किसी से झगड़ते हो तो तुम्हारा फ़ैसला कौन करवाता है?



लेह में लोग एक-दूसरे से मिलने पर एक-दूसरे को जूले कहते हैं। मिलने पर दोनों बिल्लियाँ एक-दूसरे को नमस्ते कहती हैं।

- तुम इन लोगों से मिलने पर क्या कहती हो?
  - ✧ तुम्हारी सहेली/दोस्त
  - ✧ तुम्हारे शिक्षक
  - ✧ तुम्हारी दादी/नानी
  - ✧ तुम्हारे बड़े भाई/बहन
- अब पता लगाओ तुम्हारे साथी कक्षा में कितने अलग-अलग तरीकों से नमस्ते कहते हैं?

 तुम्हें क्या लगता है

- अगर बंदर बीच में नहीं आता तो तुम्हारी राय में रोटी किस बिल्ली को मिलनी चाहिए थी?





- बंदर ने बिल्लियों से यह सवाल क्यों पूछा होगा कि उन्होंने रोटी
  - ✧ एक आँख से देखी थी या दोनों आँखों से?
  - ✧ एक टाँग से झपटी थी या दोनों टाँगों से?



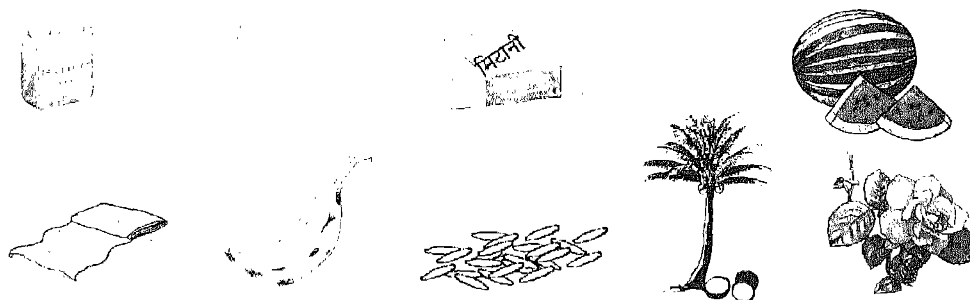
बंदर-बाँट

- कहानी का शीर्षक बंदर-बाँट क्यों है?
- तुम नाटक को क्या नाम देना चाहोगी?
- जो शीर्षक तुमने दिया, उसे सोचने का कारण बताओ।



नाप-तोल

- बंदर ने रोटी बराबर बाँटने के लिए तराज़ू का इस्तेमाल किया। तराज़ू का इस्तेमाल चीज़ों को तोलने के लिए करते हैं। नीचे दी गई चीज़ों में से किन चीज़ों को तोलकर खरीदा जाता है?



- तोलते वक्त एक पलड़े में तोली जाने वाली चीज़ रखी जाती है और दूसरे में तोलने के लिए बाट। बाट किस धातु या चीज़ का बना होता है?

- बाट तोली जाने वाली चीज़ का वज़न बताता है। वज़न किलोग्राम या ग्राम में बताया जाता है। पता करो बाज़ार में कितने किलोग्राम या ग्राम के बट्टे मिलते हैं। (फलवाले, सब्ज़ीवाले या परचून की दुकान से पता कर सकते हो।)

  ....



बिल्लियों को रोटी की महक आ रही थी।

- तुम्हें किन-किन चीज़ों के पकने की महक अच्छी लगती है?
- और किन-किन चीज़ों की महक आती है जो खाने से जुड़ी नहीं हैं। जैसे— साबुन की सुगंध, जूते की पॉलिश की गंध आदि।

  ....



आगे-पीछे

मुझे महक रोटी की आती।

इस वाक्य को इस तरह भी लिख सकते हैं-

मुझे रोटी की महक आती।

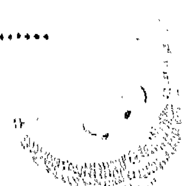
तुम भी इसी तरह नीचे दिए वाक्यों के शब्दों को आगे-पीछे करके लिखो-

- उसी खोज में मैं भी निकली।

  मैं भी ....

- रखी मेज़ पर है वो रोटी।

  वो रोटी ....





- डरती थी उस तक जाने में।

....

- मैं ले जाने तुझे न दूँगी।

....

- जो पहले देखे हक उसका है रोटी पर।

....



एक और बँटवारा

अगले दिन दोनों बिल्लियों को एक तरबूज़ मिला। दोनों सोचने लगीं, इस तरबूज़ को कैसे बाँटा जाए कि तभी फिर से बंदर आ गया। आगे क्या हुआ होगा?

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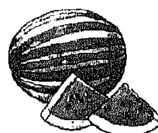
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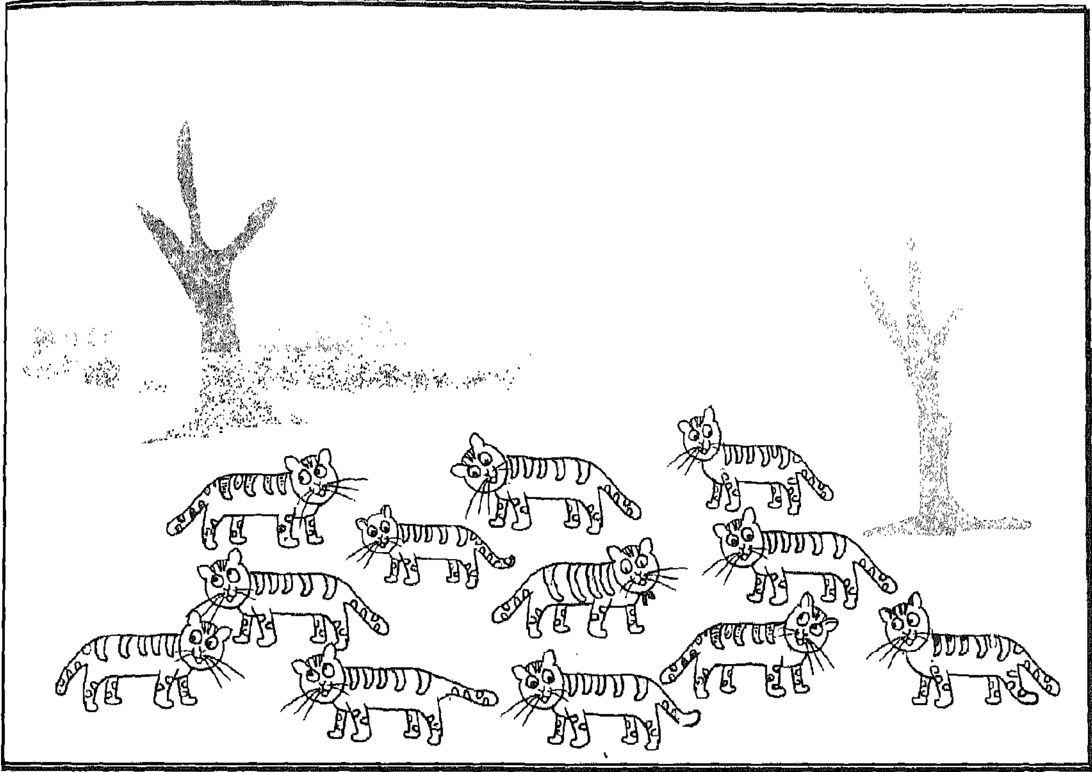
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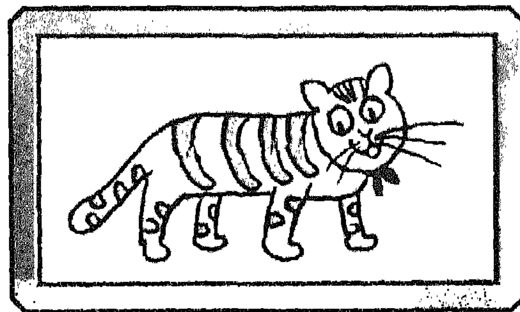








कट्टो बिल्ली बगीचे में अपने भाई-बहनों के साथ खेल रही थी। इतने में बंदर ने उसकी तस्वीर खींच ली। तस्वीर देखकर बताओ इनमें से कट्टो बिल्ली कौन-सी है?



कट्टो बिल्ली की तस्वीर





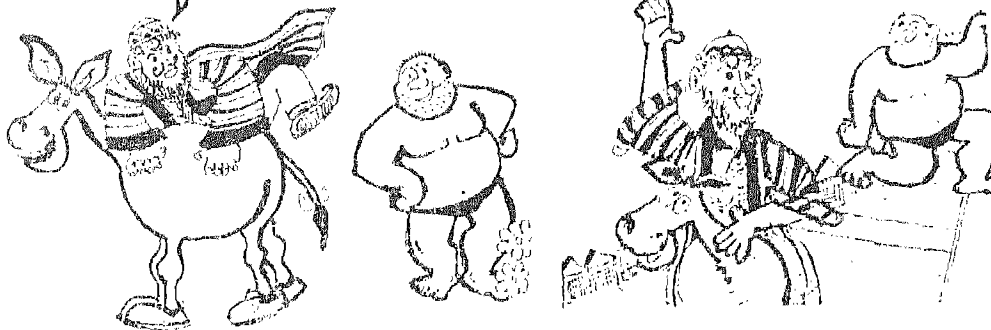


बच्चों से ऐसा ही मुखौटा बनाने के लिए कहें। इसी प्रकार से अन्य जानवरों के मुखौटे बनाए जा सकते हैं। इन मुखौटों को पहनाकर उनसे अभिनय करवाएँ।

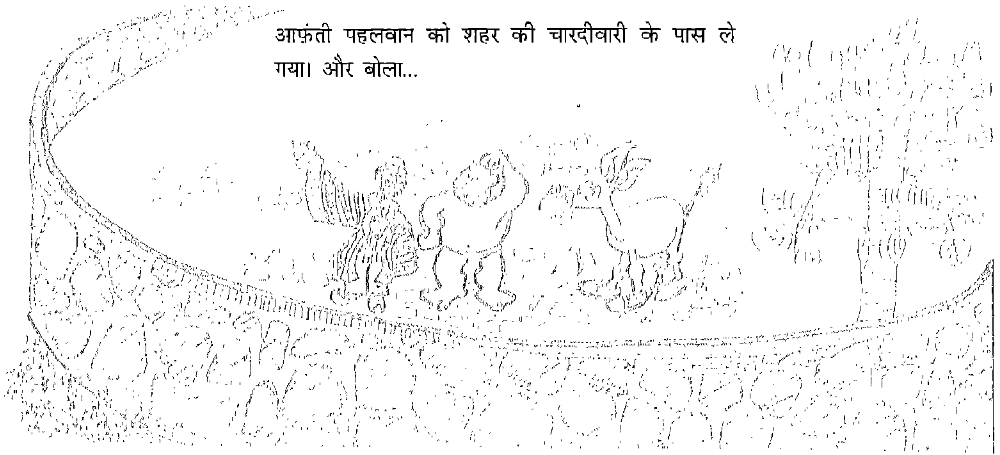
आफ़ंती के शहर में एक पहलवान भी रहता था। एक दिन वह आफ़ंती से बोला,

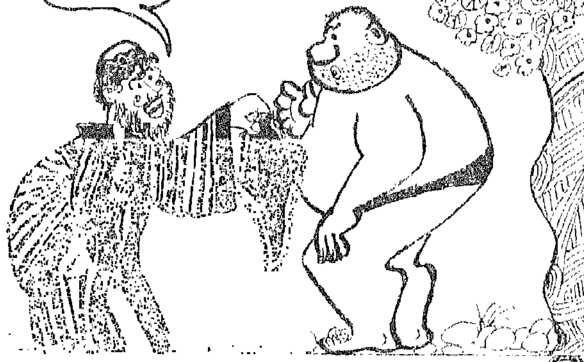




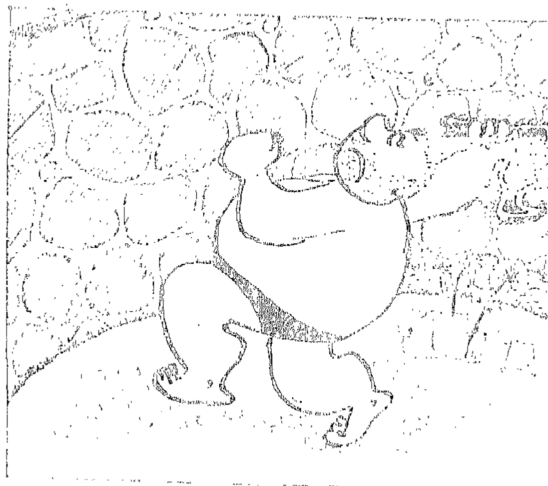


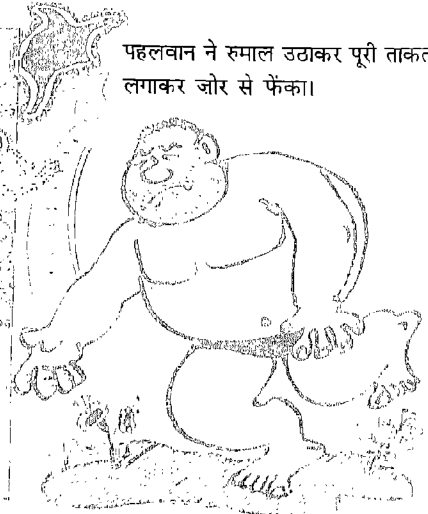



आफ़ंती पहलवान को शहर की चारदीवारी के पास ले
गया। और बोला...


जरा इस रुमाल को दीवार के पार फेंककर दिखाओ।

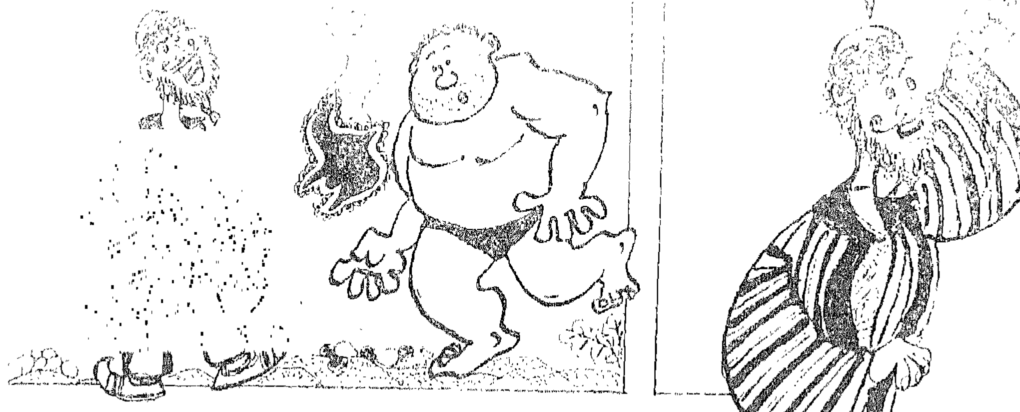

यह भी कोई बड़ी बात है!



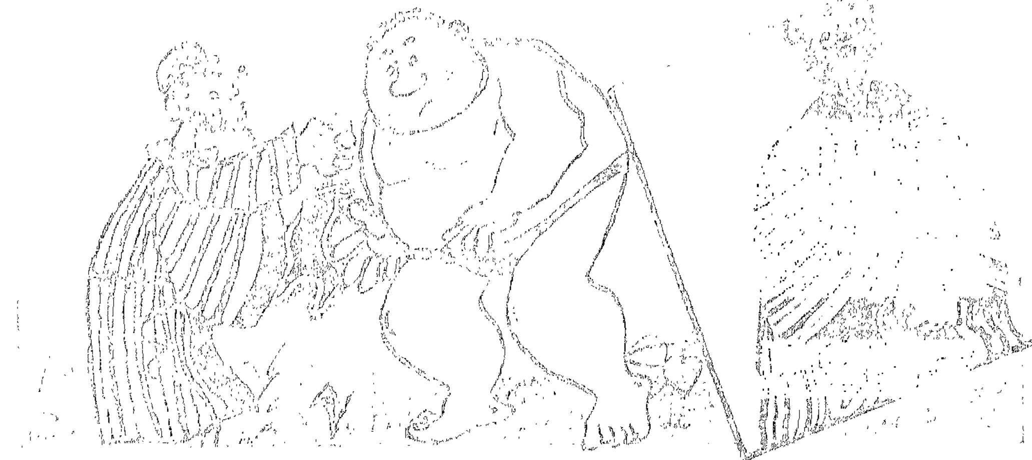

पहलवान ने रुमाल उठाकर पूरी ताकत
लगाकर जोर से फेंका।

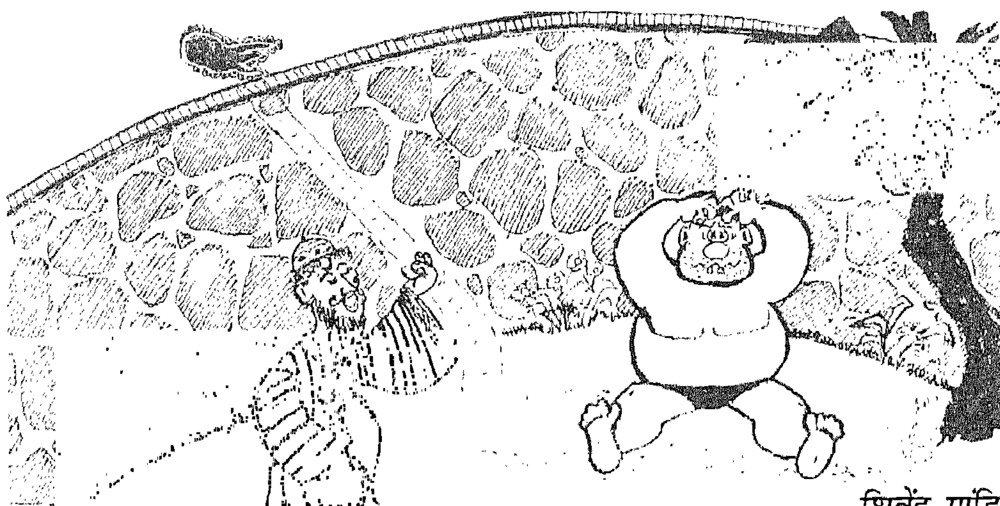
लेकिन रुमाल वहीं गिर पड़ा। आफ़ंती ठहाका मारकर हँस पड़ा।

अब मेरी ताकत देखो।



आफ़ंती ने एक छोटा-सा पत्थर उठाया। रुमाल में उसको बांधा और दीवार के पार फेंक दिया।





शिवेंद्र पांडिया

अवंती ने एक छोटी-सी रंगाई की दुकान खोली और गाँववासियों के लिए कपड़ा रंगना शुरू कर दिया। सब लोग उसकी रंगाई की प्रशंसा करने लगे। धीरे-धीरे उसकी दुकान चल निकली। अवंती की प्रशंसा सुनकर एक सेठ को बहुत ईर्ष्या महसूस होने लगी।



अवंती को परेशान करने के लिए वह सेठ कपड़े का एक टुकड़ा लेकर अवंती की दुकान में जा पहुँचा। दरवाज़े के अंदर घुसते ही सेठ बुलंद आवाज़ में बोला – अवंती, ज़रा यह कपड़ा तो अच्छी तरह से रंग दो। मैं देखना चाहता हूँ तुम्हारा हुनर कैसा है। तुम्हारी काफ़ी तारीफ़ सुनी थी, इसीलिए आया हूँ।

अवंती ने सेठजी से पूछा – सेठजी इस कपड़े को आप किस रंग में रंगवाना चाहते हैं?

सेठ ने कहा – रंग? रंग के बारे में मेरी कोई खास पसंद तो है नहीं, पर मुझे हरा, पीला, सफ़ेद, लाल, नारंगी, नीला, आसमानी, काला और बैंगनी रंग कतई अच्छे नहीं लगते। समझे कि नहीं?

अवंती ने जवाब दिया – समझ गया हूँ, अच्छी तरह समझ गया हूँ। मैं ज़रूर आपकी पसंद की रंगाई कर दूँगा!

अवंती ने सेठ का मंसूबा भाँपते हुए उसके हाथ से कपड़े का टुकड़ा ले लिया।

सेठ ने खुश होकर कहा – अच्छा, तो इसे लेने मैं किस दिन आऊँ?

अवंती ने कपड़े को अलमारी में बंद करके उसमें ताला लगा दिया और सेठ से बोला – आप इसे लेने सोमवार, मंगलवार, बुधवार, बृहस्पतिवार, शुक्रवार, शनिवार और रविवार को छोड़कर किसी भी दिन आ सकते हैं।

सेठ समझ गया कि उसकी चाल उल्टी पड़ चुकी है अतः भलाई धीरे से खिसक लेने में ही है। फिर उस सेठ ने दोबारा अवंती की दुकान में घुसने की हिम्मत नहीं की।

आर.एस. त्रिपाठी



कहानी से

- सेठ ने किस रंग में कपड़ा रंगने को कहा?
- अवंती ने कपड़ा अलमारी में बंद कर दिया। क्यों?
- सेठ कपड़ा लेने किस दिन आया होगा?



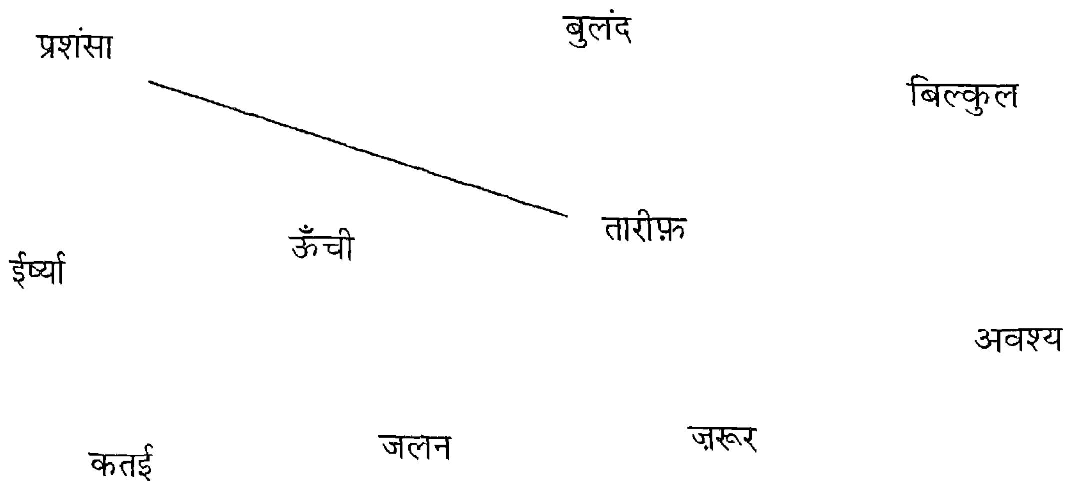
कौन छुपा है कहाँ?

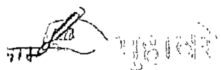
नीचे के वाक्यों में कुछ हरी-भरी सब्ज़ियों के नाम छुपे हैं। ढूँढ़ो तो ज़रा-

- अब भागो भी, बारिश होने लगी है।
- मामू लीला मौसी कहाँ है?
- शीला के पास बैग नहीं है।
- रानी बोली - हमसे मत बोलो।
- गोपाल कबूतर उड़ा दो।



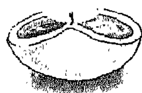
सही जोड़े मिलाओ





मुहावरे

चित्रों को देखो। क्या इन्हें देखकर तुम्हें कुछ मुहावरे या कहावतें याद आती हैं? उन्हें लिखो।



अँधेरा

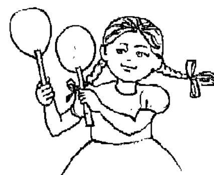


आरसी

....



आस्तीन



ग्यारह

....



कहो कहानी

विद्यालय, गुरुजी, छुट्टी, बंदर, डंडा, पेड़, केला, ताली, बच्चे, भूख। इन शब्दों को पढ़कर तुम्हारे मन में कुछ बातें आई होंगी। इन सब चीज़ों के बारे में एक छोटी-सी कहानी बनाओ और अपने साथियों को सुनाओ।



उछालो

एक रुमाल या कोई छोटा-सा कपड़ा उछालकर देखो। किसका रुमाल सबसे ऊँचा उछलता है?

रुमाल के साथ बिना कुछ बाँधे इसे और ऊँचा कैसे उछाला जा सकता है?



रंगाई शब्द रंग से बना है। इसी तरह और शब्द बनाओ –

साफ़	....
चढ़	....
बुन	....

जिन शब्दों के नीचे रेखा खिंची है, उनका मतलब बताओ –

- मुझे बैंगनी रंग कतई अच्छा नहीं लगता। ....
- अवंती ने सेठ का मंसूबा भाँप लिया। ....
- मैं तुम्हारा हुनर देखना चाहता हूँ। ....
- सेठ बुलंद आवाज़ में बोला। ....
- सेठ को ईर्ष्या होने लगी। ....
- रंग के बारे में मेरी कोई खास पसंद तो है नहीं। ....



कैसा लगा आफ़ंती

आफ़ंती के बारे में कुछ वाक्य लिखो। तुम उसके कपड़ों, शक्ल-सूरत, पालतू पशु, बुद्धि आदि के बारे में बता सकती हो।

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जोड़े ढूँढ़ो -

दिन - दीन *मेला - मैला*

ऊपर दिए गए शब्दों के जोड़ों में केवल एक मात्रा बदली गई है। किसी भी मात्रा को बदलने से अर्थ भी बदल जाता है। ऐसे और जोड़े बनाओ। देखें, कौन सबसे ज़्यादा जोड़े ढूँढ़ पाता है।

....	....	....	....
....	....	....	....
....	....	....	....
....	....	....	....





कुछ कलाकारी

कब आऊँ वाले किस्से को चित्रकथा के रूप में लिखो।

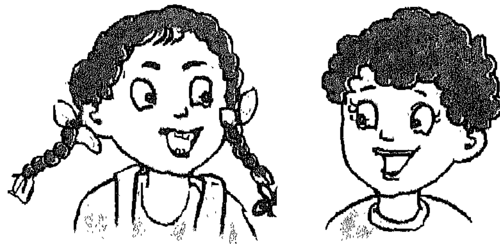


क्या है फ़ालतू

कभी-कभी हम अपनी बात करते हुए ऐसे शब्द भी बोल देते हैं, जिनकी कोई ज़रूरत नहीं होती। इसी तरह इन वाक्यों में कुछ शब्द फ़ालतू हैं। उन्हें ढूँढ़कर अलग करो-

- बाज़ार से हरा धनिया पत्ती भी ले आना।
- एक पीला पका पपीता काट लो।
- अरे! रस में इतनी सारी ठंडी बर्फ़ क्यों डाल दी?
- ज़ेबा, बगीचे से दो ताज़े नींबू तोड़ लो।
- बेकार की फ़ालतू बात मत करो।





10. क्योंजीमल और कैसे-कैसलिया



इनसे मिलिए – ये हैं, क्योंजीमल। बात-बात पर पूछ देते हैं- क्यों-क्यों-क्यों? भले ही आप से जवाब देते बने या नहीं। पता नहीं क्यों!

और ये हैं उनके दोस्त – कैसे-कैसलिया। ये भी कोई कम नहीं हैं, मौका लगते ही पूछ देते हैं - कैसे-कैसे-कैसे?

भूले-भटके कभी दोनों से एक साथ मुलाकात हो गई तो क्यों और कैसे के बीच ही भटकते रहेंगे आप। क्यों-क्यों-क्यों? कैसे-कैसे-कैसे? पढ़िए और पता कीजिए ।







गुरुजी नमस्ते! किधर चले?

नमस्ते! ज़रा बाज़ार जा रहा हूँ।

बाज़ार? क्यों-क्यों-क्यों?

गेहूँ पिसवाना है, इसलिए।

बाज़ार? कैसे-कैसे-कैसे?

साइकिल पर! वैसे निकला
तो पैदल था, पर थैली देख कर
शिवदास ने अपनी गाड़ी दे दी।



अच्छा, गेहूँ पिसवाना है। क्यों-क्यों-क्यों?

अरे, आटा जो चाहिए।

पिसवाना? कैसे-कैसे-कैसे?

चक्की में, भई।

आटा? क्यों-क्यों-क्यों?

क्यों भैया रोटी नहीं बनाएँगे?

रोटी? कैसे-कैसे-कैसे?

अरे आटे को सानेंगे, बेलेंगे, तवे पर पकाएँगे,
आग पर फुलाएँगे ।



सानेंगे? क्यों-क्यों-क्यों?

सुनो-सने आटे में थोड़ा पानी रहता है न?
आग पर तपने से यही पानी भाप बनकर
बिली हुई रोटी को पकाता है,
इसलिए सानेंगे।



सानेंगे, कैसे-कैसे-कैसे?

तुमने कभी देखा नहीं है क्या?

परात पर आटा निकालेंगे, चुटकी भर नमक डालेंगे, फिर धीरे-धीरे एक हाथ से पानी डालते हुए सानना शुरू करेंगे। पहले-पहले सारा आटा बिखरेगा, फिर उसे समेटेंगे, और अच्छे से सान लेंगे। समझे?

अच्छा, परात पर! क्यों-क्यों-क्यों? कैसे-कैसे-कैसे?

गुरुजी : तुम लोगों की क्यों और कैसे में तो मेरी चक्की ही बंद हो जाएगी!

बंद हो जाएगी! क्यों-क्यों-क्यों?

बंद हो जाएगी! कैसे-कैसे-कैसे?

लेकिन तब तक गुरुजी

साइकिल पर सवार फुर्र हो चुके हैं।

सुबीर शुक्ला



- गुरुजी थैली में क्या लिए जा रहे थे?
- क्योंजीमल और कैसे-कैसलिया से मिलने पर तुम दोनों के बीच में क्यों भटकते रह जाओगे?
- शिवदास ने गुरुजी की थैली देखकर अपनी गाड़ी क्यों दे दी?



- रोटी को अलग-अलग जगहों पर अलग-अलग नाम से पुकारा जाता है। कुछ और नाम पता करके लिखो।

....

- तुम्हारे घर में आटा सानने को क्या कहते हैं?

आटा गूँधना आटा गलाना आटा मलना

या कुछ और?

- गुरुजी कौन-से आटे की रोटी खाते थे? अपने साथियों, घर के बड़ों से पता करो कि क्या किसी और चीज़ की रोटी भी बनती है? उनके नाम लिखो। यदि उसका दाना या बाली मिलती है तो उसे भी अपनी कॉपी में चिपका दो।
- रोटी क्या ऐसे बनेगी?

आटे को सानेंगे, गेहूँ को पिसवाएँगे, आग पर फुलाएँगे, तवे पर पकाएँगे, चकले पर बेलेंगे, गरम-गरम खाएँगे।

नहीं? तो फिर कैसे?

तो फिर, कैसे? सही क्रम बताओ।

....

....

- गुरुजी ने कैसे-कैसलिया को समझाया कि आटा कैसे साना जाता है। अब तुम घर पर किसी को रोटी बेलते देखो और लिखो कि रोटी कैसे बेली जाती है।
- रोटी बनाने के लिए कितना कुछ काम करना पड़ता है जैसे सानना, बेलना आदि। पता करो और लिखो कि इन्हें बनाने के लिए क्या करना पड़ता है –
  - ✧ चाय बनाने के लिए।
  - ✧ सब्ज़ी बनाने के लिए।
  - ✧ दाल बनाने के लिए।
  - ✧ हलवा बनाने के लिए।
  - ✧ लस्सी बनाने के लिए।



नीचे कुछ आटों के नाम लिखे हैं। उनके दाम पता करो।

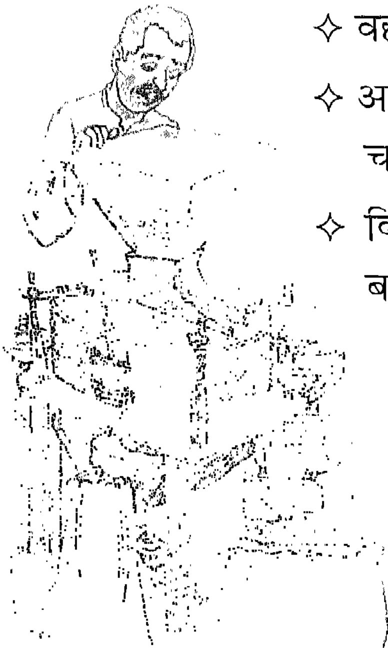
नाम	दुकान	[illegible]
मक्की		
बाजरा		
चना		



हम गेहूँ पिसवाने आटा-चक्की पर जाते हैं। हम इन कामों के लिए कहाँ जाते हैं?

- आटा खरीदने ....
- पंचर बनवाने ....
- दूध खरीदने ....
- जूते की मरम्मत करवाने ....
- सुराही खरीदने ....
- कॉपी-किताब खरीदने ....
- बाल कटवाने ....

- अपने घर के पास की आटा-चक्की पर जाओ और पता करो कि -



✧ वहाँ क्या-क्या पिसता है?

✧ आटा-चक्की किस चीज़ से चलती है?

✧ दिन में चक्की को कितनी बार रोका जाता है?



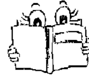


नीचे रसोई की कुछ चीज़ों के चित्र बने हैं उन्हें देखकर बताओ कि रोटी बनाने में कौन-कौनसी चीज़ इस्तेमाल नहीं होती। तो ऐसी चीज़ों का इस्तेमाल किस काम के लिए किया जाएगा? लिखो।



....	....
....	....
....	....
....	....





सर्दी आई

सर्दी आई, सर्दी आई
ठंड की पहने वर्दी आई।



सबने लादे ढेर से कपड़े
चाहे दुबले, चाहे तगड़े

नाक सभी की लाल हो गई
सुकड़ी सबकी चाल हो गई।



ठिठुर रहे हैं, काँप रहे हैं
दौड़ रहे हैं, हाँफ रहे हैं।

धूप में दौड़ें तो भी सर्दी
छाँओं में बैठें तो भी सर्दी।



बिस्तर के अंदर भी सर्दी
बिस्तर के बाहर भी सर्दी

बाहर सर्दी, घर में सर्दी
पैर में सर्दी, सर में सर्दी।

इतनी सर्दी किसने कर दी
अंडे की जम जाए ज़र्दी।

सारे बदन में ठिठुरन भर दी
जाड़ा है मौसम बेदर्दी।

सफ़दर हाश्मी



11. मीरा बहन और बाघ

मीरा बहन का जन्म इंग्लैंड में हुआ था। गांधी जी के विचारों का उन पर इतना असर हुआ कि वे अपना घर और अपने माता-पिता को छोड़कर भारत आ गईं और गांधी जी के साथ काम करने लगीं।

आज़ादी के पाँच साल बाद उन्होंने उत्तर प्रदेश के एक पहाड़ी गाँव, गेंवली में गोपाल आश्रम की स्थापना की। उस आश्रम में मीरा बहन का बहुत सारा समय पालतू पशुओं की देखभाल में बीतता था लेकिन गेंवली गाँव के आसपास के जंगलों में बाघ जैसे खतरनाक जानवर भी रहते थे।



पहाड़ी गाँवों में अक्सर बाघ का डर बना रहता है। जंगल कटने के कारण शिकार की तलाश में बाघ कभी-कभी गाँव तक पहुँच जाता है। गेंवली गाँव में एक बार यही हुआ। एक बाघ ने गाँव में घुसकर एक गाय को मार डाला। सुबह होते ही यह खबर पूरे गाँव में फैल गई। गाँव के लोग डरे कि यह बाघ कहीं फिर से आकर दूसरे पालतू जानवरों और किसी आदमी को ही अपना शिकार न बना ले। गाँव के लोग गोपाल आश्रम गए और उन लोगों ने मीरा बहन को अपनी चिंता बताई।

गाँव के लोगों ने अंत में तय किया कि बाघ को कैद कर लिया जाए। उसे कैद करने के लिए उन्होंने एक पिंजड़ा बनाया। पिंजड़े के अंदर एक बकरी बाँधी। योजना यह थी कि बकरी का मिमियाना सुनकर बाघ पिंजड़े की तरफ़ आएगा। पिंजड़े का दरवाज़ा इस प्रकार खुला हुआ बनाया गया था कि बाघ के अंदर घुसते ही वह दरवाज़ा झटके से बंद हो जाए। शाम होने तक पिंजड़े को ऐसी जगह पर रख दिया गया जहाँ बाघ अक्सर दिखाई देता था। यह जगह मीरा बहन के गोपाल आश्रम से ज़्यादा दूर नहीं थी।

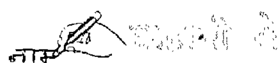


रात बीती। सुबह की रोशनी होते ही लोग पिंजड़ा देखने निकल पड़े। उन्होंने दूर से देखा कि पिंजड़े का दरवाज़ा बंद है। वे यह सोचकर बहुत खुश हुए कि बाघ ज़रूर पिंजड़े में फँस गया होगा

लेकिन जब वे पिंजड़े के पास पहुँचे तो क्या देखते हैं – पिंजड़े में बाघ नहीं था!

लोग चकित थे – बाघ के अंदर गए बिना पिंजड़ा बंद कैसे हो गया? लोग मीरा बहन के पास पहुँचे। लोगों ने सोचा कि गोपाल आश्रम पास में ही था, इसलिए शायद मीरा बहन को मालूम हो कि रात में क्या हुआ। पूछने पर मीरा बहन बोलीं –

देखो भाई, मुझे नींद नहीं आ रही थी। मैं सोचती रही कि आखिर बाघ को धोखा देकर हम क्यों फँसाएँ। इसलिए मैं गई और पिंजड़े का दरवाज़ा बंद कर आई।



कहानी से

- कहानी में बाघ को खतरनाक जानवर बताया गया है। नीचे दी गई सूची में सबसे खतरनाक चीज़ तुम्हारी समझ में क्या है और क्यों?

  चाकू, बिजली, टूटा हुआ काँच, आग

- मीरा बहन की बात सुनकर गाँव के लोगों को निराशा हुई होगी। उन्होंने मीरा बहन से क्या कहा होगा? सोचकर गाँव के लोगों की बातें लिखो।



खतरनाक है या नहीं

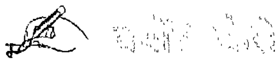
गेंवली गाँव के आसपास के जंगलों में बाघ जैसे खतरनाक जानवर भी रहते थे। तुम्हारे हिसाब से नीचे लिखे जंतुओं में से कौन-कौन खतरनाक हो सकते हैं? उन पर गोला लगाओ।

भैंस, चीता, बकरी, कुत्ता, बिल्ली, चूहा, साँप, बिच्छू,
कछुआ, केंचुआ, तिलचट्टा, कबूतर, भालू

जिनके नाम पर तुमने गोला लगाया, वे कब खतरनाक हो सकते हैं?



- चूहा पकड़ने का पिंजड़ा देखकर बताओ कि वह अपने आप कैसे बंद हो जाता है और एक बार कैद हो जाने के बाद चूहा उससे बाहर क्यों नहीं आ पाता?
- गाँव वालों ने बाघ को पिंजड़े में बंद करने की योजना बनाई थी। किसी आज़ाद पशु या पक्षी को पिंजड़े में बंद करके रखना सही है या गलत? क्यों?



अपने मन से सोचकर लिखो, ऐसा कैसे किया होगा?

- बाघ की खबर पूरे गाँव में फैल गई। कैसे?
- लोग मीरा बहन के पास पहुँचे। क्यों?
- पिंजड़ा बिना बाघ के बंद हो गया। कैसे?

बकरी की कहानी

सोचो, अगर यह कहानी बकरी सुनाती, तो क्या-क्या बताती। उसकी कहानी मज़ेदार होती न?

बकरी अपनी कहानी में क्या-क्या बताती?



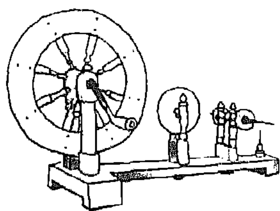
खेलो, पकड़ें

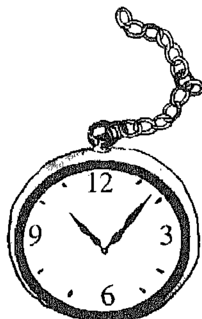
गाँववालों ने बाघ को पकड़ने के लिए एक योजना बनाई थी। कक्कू के घर में रोज़ बिल्ली आकर दूध पी जाती है। कक्कू की मदद करने के लिए कोई योजना बनाओ।

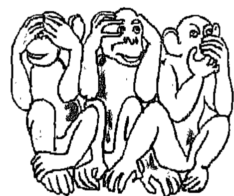


पाठ से आगे

ये सभी चित्र किसी एक व्यक्ति से जुड़े हुए हैं? पता करो कौन?

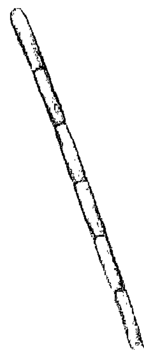














कौन क्या है?

- बाघ, गाय, बकरी, हाथी और हिरण जानवर हैं। नीचे लिखी हुई चीज़ें क्या है? खाली जगहों में लिखो।

✧ अगरतला, अल्मोड़ा, रायपुर, कोच्चि, वडोदरा ....

✧ जलेबी, लड्डू, मैसूरपाक, कलाकंद, पेड़ा ....

✧ नर्मदा, कावेरी, सतलुज, ब्रह्मपुत्र, यमुना ....

✧ बरगद, नारियल, पीपल, चीड़, नीम ....

✧ गेहूँ, बाजरा, चावल, रागी, मक्का ....

✧ कुर्ता, साड़ी, फ़िरन, लहँगा, कमीज़ ....



कोयल कूहू-कूहू, बकरी मैं-मैं

जानवरों की बोलियाँ तो तुमने सुनी ही होंगी। कोयल की बोली को जैसे कूकना कहते हैं और मक्खी की बोली को भिनभिनाना, वैसे ही अन्य जानवरों की बोलियों के भी नाम हैं।

नीचे दिए गए खाने में एक तरफ़ जानवरों के नाम हैं, दूसरी तरफ़ बोलियों के। ढूँढ़ निकालो कौन-सी बोली किसकी है?

जानवर	बोली
भैंस	मिमियाना
घोड़ा	रँभाना
हाथी	चिंघाड़ना
बकरी	हिनहिनाना

जानवर	बोली
शेर	रेंकना
गधा	रँभाना
गाय	भौंकना
कुत्ता	दहाड़ना



ठीक करो

हवाई जहाज़ आसमान उड़ रहा है।

तुम्हें यह वाक्य कुछ अटपटा लग रहा होगा। इस वाक्य को फिर से पढ़ो।

हवाई जहाज़ आसमान <u>में</u> उड़ रहा है।

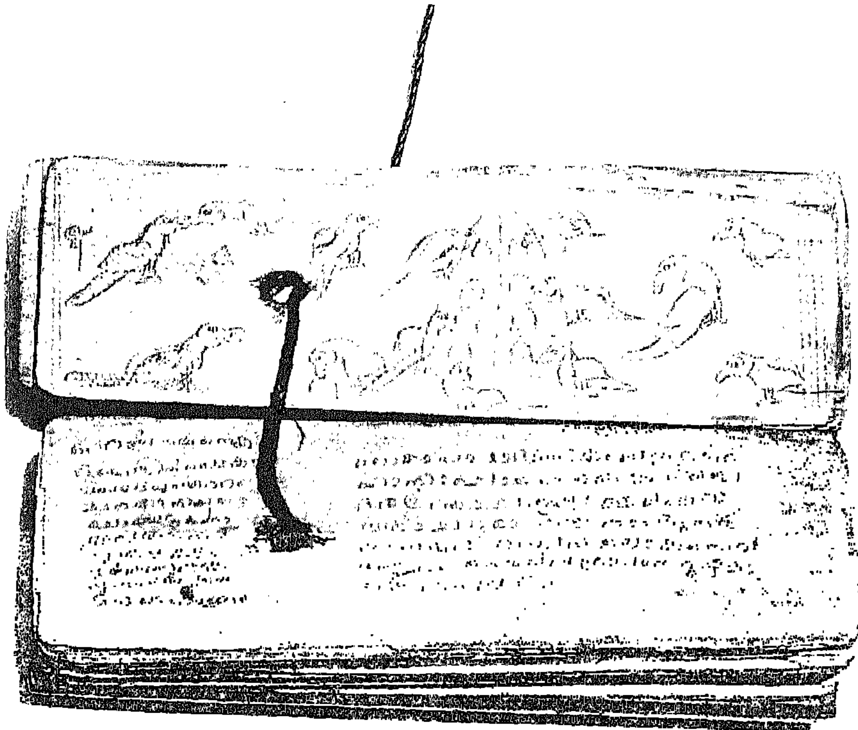
- **अब इसी तरह इन वाक्यों को ठीक करो।**
    - ✧ धूप बैठकर ढोकला खाया।
    - ✧ पुतुल काम करने मना कर दिया।
    - ✧ लता सब मूँगफली खिलाई।
    - ✧ पहाड़ी गाँवों बाघ डर बना रहा है।
- **अब वे सभी शब्द फिर से लिखो जिन्हें तुमने जोड़ा है।**

कहानी सुनने में हम सब को मज़ा आता है।
तुम्हें घर पर कौन कहानी सुनाता है?
किसकी कहानियाँ सबसे अच्छी लगती हैं?
किसका सुनाने का तरीका सबसे मज़ेदार है? भला क्यों?

बहुत पुरानी बात है। तब भी लोग कहानियाँ सुनते और सुनाते थे - राजा-रानी, परियों की कहानी, शेर और गीदड़ की कहानी। माँ-बाप, बच्चे, दादी-नानी को घेरकर बैठ जाते और बार-बार अपनी मनपसंद कहानी सुनते। बड़े होने पर वे बच्चे अपने बच्चों को कहानी सुनाते। फिर बड़े होकर बच्चे आगे अपने बच्चों को वही कहानियाँ सुनाते। इसी तरह कहानियों का यह सिलसिला आगे बढ़ता। उनके बच्चों के बच्चे, फिर उनके बच्चों के बच्चे उन कहानियों का मज़ा लेते जाते। सुनने-सुनाने से ही कई कहानियाँ आज हम तक पहुँची हैं।

कहानी सुनाने के कई अलग तरीके थे। कोई आवाज़ बदल-बदलकर सुनाता। कोई आँखें मटकाकर। कोई हाथ के इशारों से बात आगे बढ़ाता। कोई गाकर और कोई नाचकर भी कहानी को सजाता। आज भी कई लोग पुरानी कहानियों को नाच-गाकर सुनाते हैं। हर जगह नाच के ऐसे कई अलग-अलग तरीके हैं। *क्या तुम्हारे इलाके में कोई ऐसा कलाकार या कहानी कहने वाला है?*

पंचतंत्र की कहानियाँ सालों से लोग सुनते-सुनाते चले आ रहे थे। फिर लोगों ने सोचा क्यों न इनको लिखकर रख लें। इस तरह भूलेंगी नहीं और सँभली भी रहेंगी। ऐसी कई कहानियों को एक-साथ पोथी में लिख लिया। पोथी का नाम रखा - *पंचतंत्र*।



उस समय लोगों के पास कागज़ और किताबें तो होती नहीं थीं। सोचो, कहानियों को कैसे लिखा होगा?

उस ज़माने में लोग पत्तों पर या पत्थर पर लिखते थे। पेड़ की छाल का भी इस्तेमाल करते थे। खजूर के बड़े पत्ते देखे हैं? उनको छाया में सुखा लेते थे। तेल से उनको नरम बनाकर फिर उन पर कहानी लिखते, पर लिखते किससे? पेंसिल और पेन तो तब थे नहीं। पक्षी के पंख से

ही कलम बना लेते या बाँस को नुकीला बनाकर उससे लिखते। स्याही भी खुद घर पर बनाते थे। क्या तुमने कहीं लकड़ी की कलम देखी है?

पंचतंत्र की कहानियाँ कई सौ साल पहले लिखी गई थीं। दुनिया भर में ये कहानियाँ पसंद की जाती थीं। कई लोगों ने अपनी-अपनी भाषा में इस पोथी को लिखा था। जैसे – उड़िया, बंगाली, मराठी, मलयालम, कन्नड़ आदि।

यहाँ *पंचतंत्र* की एक कहानी की एक पंक्ति दी गई है। यह पंक्ति कई भाषाओं में लिखी है।

सिंह-शृगाल-कथा

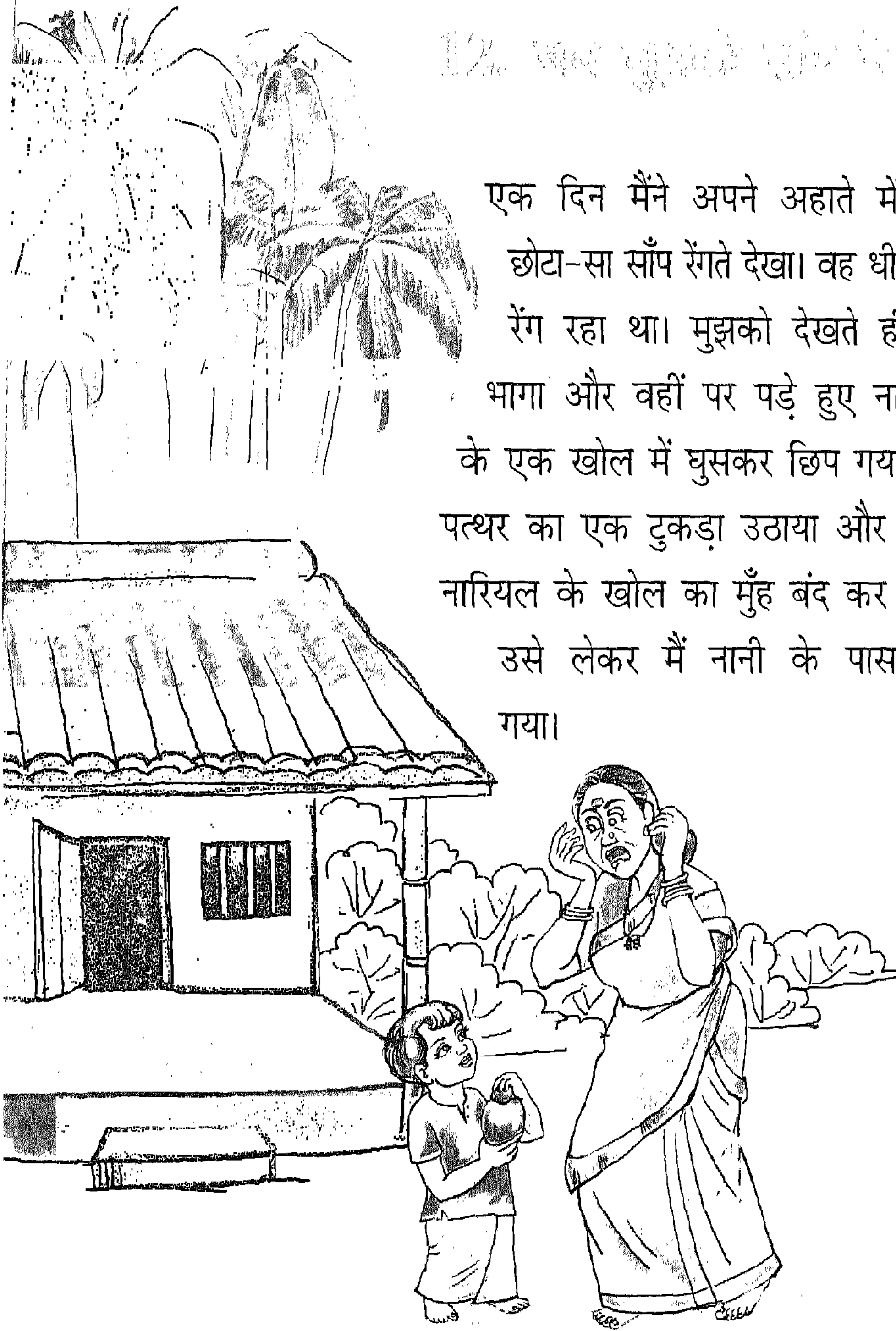
अस्ति कस्मिंश्चित् वनोद्देशे वज्रदंष्ट्रो नाम सिंहः ।
किसी वन के एक इलाके में वज्रदंष्ट्र नाम का एक सिंह रहता था ।
କୌଣସି ବଣର ଏକ ସ୍ଥାନରେ ବଜ୍ରଦଂଷ୍ଟ୍ର ନାମକ ସିଂହଟିଏ ରହୁଥିଲା ।.
কোনো বোনের ঐক ভাগে বজ্রদংষ্ট্র নামের ঐকটা সিংহো থাকতো ।
ഏതോ ഒരു കാട്ടി വജ്രദംഷ്ട്രനെന്നു പേരായ ഒരു സിംഹം ഉ ായിരുന്നു

इनमें से तुम कौन-सी भाषा पहचान पाए?

क्या कोई पुरानी पोथी तुमने अपने आस-पास देखी है?

आज हम इन पुरानी पोथियों को सँभालकर रखते हैं। लोगों ने बहुत मेहनत से इन्हें लिखा था। इनमें कहानियाँ संजोकर, बचाकर रखी थीं। वे कहानियाँ हम आज भी सुनते और पढ़ते हैं। इन्हें तुम अपने बच्चों को भी सुनाओगे और पढ़ाओगे और इन्हें तुम्हारे बच्चों के बच्चे भी पढ़ेंगे। पढ़ेंगे न?

12. [illegible]



एक दिन मैंने अपने अहाते में एक छोटा-सा साँप रेंगते देखा। वह धीरे-धीरे रेंग रहा था। मुझको देखते ही वह भागा और वहीं पर पड़े हुए नारियल के एक खोल में घुसकर छिप गया। मैंने पत्थर का एक टुकड़ा उठाया और उससे नारियल के खोल का मुँह बंद कर दिया। उसे लेकर मैं नानी के पास दौड़ गया।

मैंने कहा – नानी, देखो, मैंने साँप पकड़ा है।

नानी चीख उठीं – साँप!

वह इतना घबरा गई कि लगीं ज़ोर–ज़ोर से चीखने–पुकारने। नाना ने सुना तो अंदर दौड़े आए। जब उन्हें पता चला कि नारियल के खोल के अंदर साँप है तो उन्होंने मेरे हाथ से उसे छीनकर दूर फेंक दिया। नन्हा साँप बाहर निकल आया और रेंगता हुआ पास की झाड़ी में गायब हो गया।

नाना ने मुझसे कहा – खबरदार, फिर कभी साँप के पास मत जाना। साँप बहुत खतरनाक होता है।



उसी दिन शाम को मैं एक बर्र को पकड़ने की कोशिश कर रहा था कि उसने काट खाया। बड़ी ज़ोर से दर्द उठा। मुझे दर्द से कराहते देखकर नानी ने सोचा कि मुझे साँप ने काट लिया है। मैंने दौड़कर नानी को उँगली दिखाई। उन्होंने जल्दी से नाना को पुकारा।

नाना तुरंत दौड़े आए और मेरी उँगली को देखा। जहाँ बर्र ने काटा था, वहाँ नीला निशान पड़ गया था। वह चट मुझे गोद में उठाकर बाहर भागे।

बाग और धान के खेतों को पार करके भागते-भागते वह अपने घर से दूर एक छोटी-सी झोंपड़ी के सामने जाकर रुके। वहाँ पहुँचते ही उन्होंने आवाज़ लगाई।



एक बूढ़ा आदमी बाहर निकला। वह साँप के काटने का मंत्र जानता था। नाना ने उससे कहा – इस बच्चे को साँप ने काट लिया है। इसकी झाड़-फूँक कर दो।

बूढ़ा मुझे झोंपड़ी में ले गया।

उसने मेरी उँगली देखी और बोला – चुपचाप बैठो। हिलना-डुलना मत।

फिर पीतल के बर्तन में पानी लाया और मेरे सामने बैठकर मंत्र पढ़ने लगा।

मैं चाहता तो बहुत था कि उस बूढ़े को बता दूँ कि मुझे साँप ने नहीं, बर्र ने काटा है। पर मेरे नाना मुझे कसकर पकड़े रहे और मुझे बोलने ही नहीं दिया। जैसे ही मैं कुछ कहने को मुँह खोलता, वह डाँटकर कहते – चुप! डर के मारे मैं चुप हो जाता। हमारे पीछे-पीछे हमारी नानी भी कई लोगों के साथ वहाँ आ पहुँची। सब लोग उदास खड़े देखते रहे।

तब तक मेरी उँगली का दर्द जा चुका था। फिर भी मुझे वहाँ ज़बरदस्ती बैठकर झाड़-फूँक करवानी पड़ रही थी। कुछ मिनट बाद बूढ़ा आदमी उठा। उसने उसी बर्तन के पानी से मेरी उँगली धोई और मुझे पिलाया भी। उसने मुझे बोलने से मना कर दिया ताकि दवा का पूरा असर हो। फिर वह नाना से बोला – जय हो भगवान की! अब बच्चा खतरे से बाहर है। अच्छा हुआ, आप समय रहते मेरे पास ले आए। बड़े ज़हरीले साँप ने काटा था।

सब लोगों ने बूढ़े को उसके अद्‌भुत इलाज के लिए बहुत-बहुत धन्यवाद दिया। घर लौटने के बाद नाना ने उसके लिए बहुत-सी चीज़ें भेंट में भेजीं।

शंकर

कहानी की बात

- नाना मुझे झाड़-फूँक वाले आदमी के पास क्यों ले गए?
- मैं बूढ़े आदमी को क्या बताना चाहता था?
- जब साँप नारियल के खोल में घुस गया तो मैंने क्या किया था? मैंने ऐसा क्यों किया होगा?
- क्या बूढ़े आदमी ने सचमुच मेरा इलाज कर दिया था? तुम ऐसा क्यों सोचते हो?
- मुझे असल में साँप ने नहीं काटा था। फिर मैंने अपनी कहानी का नाम **जब मुझको साँप ने काटा** क्यों रखा है? तुम इससे भी अच्छा कोई नाम सोचकर बताओ।

ड़ी याँ

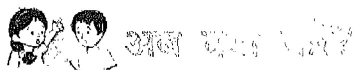
कहानी में लड़के को बर्र काट लेती है। बर्र का डंक होता है। कुछ और कीड़ों (जंतुओं) का नाम लिखो जो डंक मारते हैं।

....



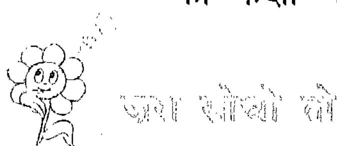
तुम्हारी बात

- मैं बूढ़े को कुछ बताना चाहता था पर बता नहीं सका। क्या तुम्हारे साथ भी कभी ऐसा हुआ है?
- क्या तुमने कभी साँप देखा है? तुमने साँप कहाँ देखा? उसे देखकर तुम्हें कैसा लगा?
- अपने घर पर पूछो कि अगर किसी को साँप काट ले तो वे क्या करेंगे?



- तुम क्या करोगी अगर तुम्हें या तुम्हारे आसपास :
  - ✧ किसी को बर्र काट ले?
  - ✧ किसी को चोट लग जाए?
  - ✧ किसी की आँख में कुछ पड़ जाए?
  - ✧ किसी की नाक से खून बहने लगे?

  कक्षा में इन पर बातचीत करो। हो सके तो किसी नर्स या डॉक्टर को कक्षा में आमंत्रित कर बात करो।



- नारियल के खोल जैसी और कौन-सी चीज़ों में साँप छिप सकता था?
- वह खोल अहाते में कैसे पहुँचा होगा?



नीचे कुछ शब्द दिए गए हैं। उन शब्दों में से कुछ शब्द घर से संबंधित हैं। उन पर घेरा लगाओ।

अहाता	आँगन	बरामदा	ज़ीना	अटारी
आला	घेर	सीढ़ी	छत	सड़क
रसोई	छज्जा	दालान	अस्तबल	रहट
नहर	पुलिया	जोहड़	डाकघर	टाँड
	कमरा	मुँडेर		



नीचे लिखे वाक्यों का मतलब बताओ –

- साँप पास की झाड़ी में गायब हो गया।

....

- वह चट मुझे गोद में उठाकर भागे।

....

- अब बच्चा खतरे से बाहर है।

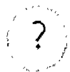
....

- नाना ने उसके लिए बहुत-सी चीज़ें भेंट में भेजीं।

....



कैसे कहा

- अलग-अलग निशानों से पता चलता है कि बात कैसे कही गई होगी। अब नीचे लिखे वाक्यों में सही निशान लगाओ। अब इन्हें बोलकर देखो।   

✧ नानी चीख उठी साँप	✧ चुपचाप बैठो हिलना-डुलना मत
✧ साँप धीरे-धीरे रेंग रहा था	✧ तुम्हें यह कहानी कैसी लगी
✧ क्या तुम बाज़ार चलोगी	✧ अहा कितनी मीठी है



क्या कहोगे

तुम लड़के को क्या कहोगे? कारण देकर बताओ।

निडर, नादान, होशियार, शरारती, डरपोक, शर्मीला

(याद रखो वह खोल में साँप लेकर भागा था।)

साँप धीरे-धीरे रेंग रहा था।

यहाँ धीरे शब्द का दो बार इस्तेमाल किया गया है। ऐसे ही और कुछ शब्द लिखो और उनसे वाक्य बनाओ।

चलते-चलते ....

पीछे-पीछे ....

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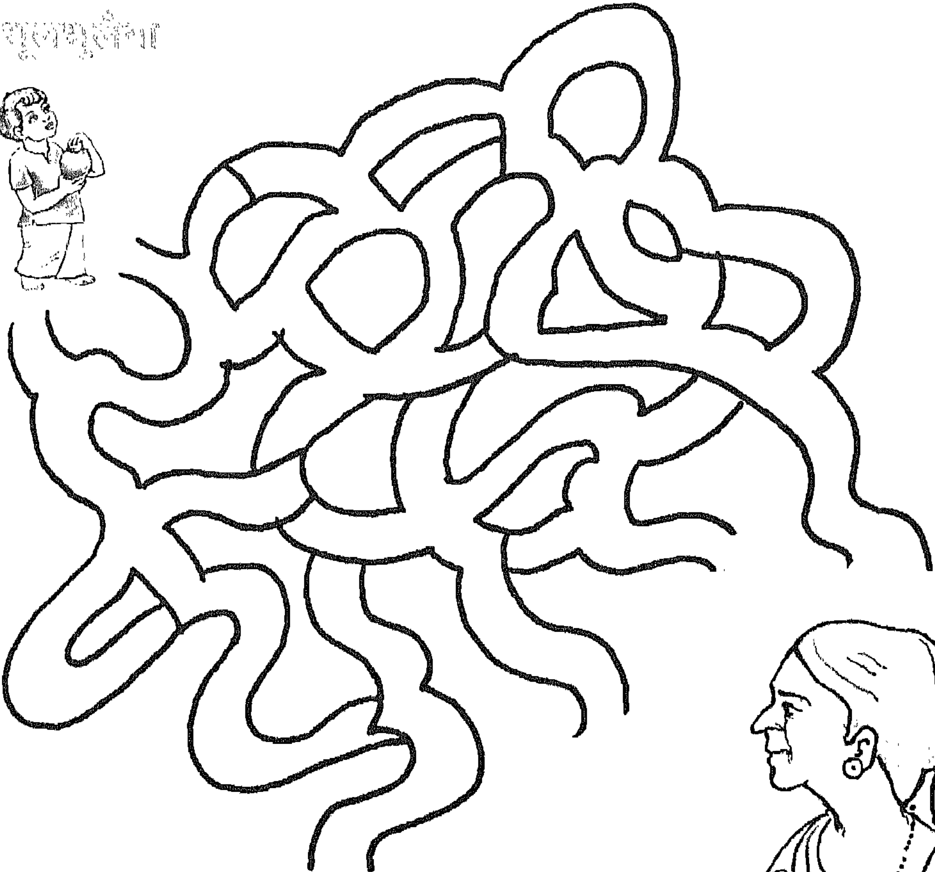
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भूलभुलैया

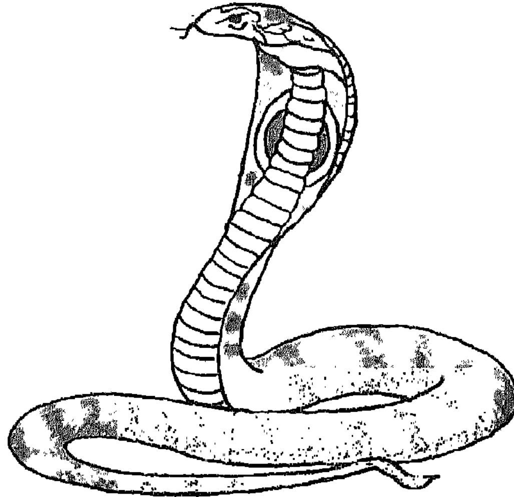


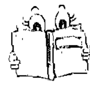






- साँप अपना भोजन चबाते नहीं हैं। वे भोजन साबुत निगलते हैं।
- साँप कभी बढ़ना बंद नहीं करते।
- साँप नाक से नहीं सूँघते। सूँघने के लिए साँप जीभ का इस्तेमाल करते हैं।
- साँप के कान नहीं होते। इसलिए साँप बीन की धुन सुनकर नहीं नाच सकता। वास्तव में वह बीन बजाने वाले सपेरे से डरकर अपना फन फैला लेता है और लोग समझते हैं वह झूम रहा है।
- साँप दूध नहीं पीते। कुछ सँपेरे साँप को ज़बरदस्ती दूध पिलाते हैं पर इससे साँप मर भी सकता है।
- भारत में लगभग 50 तरह के साँप ज़हरीले हैं पर सिर्फ़ 4 साँपों के ज़हर से आदमी को खतरा होता है।



 बच्चों के पत्र

कैलाश कालोनी,
19 नवंबर 2005

प्यारी मौसी,

नमस्ते, मौसी आप की याद आती है। जब आप नहीं होती तो मुझे रोना आता है। मौसी जरूर रक्षाबंधन पर आना। मौसी भाई और बहन कैसी है और आप कैसी हो। हम यहाँ ठीक हैं लेकिन छोटे भाई को बुखार आ गया था। अब तो वह ठीक है। मौसी हमारे घर कब आओगी। मौसी जरूर आना हमारे घर हम पार्टी मनाएँगे। ममता और रोहित पढ़ने जाते हैं तो उनसे कहना वो दोनों ध्यान से पढ़ें। राहुल तो रोता है कहता है कि मुझे मम्मी के पास जाना है। हम किसी दिन आएँगे। मौसी मैं पत्र बंद करती हूँ। छोटे भाई-बहन को प्यार देना।

आपकी बेटी,
राधा

अरेरा कालोनी
भोपाल
10 अप्रैल 2005

आदरणीय बुआजी,

नमस्ते।

आशा है आप सब ठीक होंगे। मेरी यहाँ परीक्षा होने वाली है। इस बार माँ ने कहा है कि गर्मी की छुट्टियों में हम सब आपके पास आ रहे हैं। मुझे आपकी बहुत याद आती है। मुनिया दादी और राजू भैया कैसे हैं? हम सब छुट्टियों में ~~ख~~ खूब खेलेंगे। गाँव में आम भी ढेर सारे खाएँगे। मैं आप सबके लिये यहाँ से क्या लाऊँ? बुआ जी जब मैं आऊँगी तो आप मेरे खाने के लिए मालपुआ की तैयारी करके रखना। बाकी बातें मिलने पर करेंगे।

आपकी बेटी
महिमा

13. मिर्च का मज़ा

एक काबुलीवाले की कहते हैं लोग कहानी,
लाल मिर्च को देख गया भर उसके मुँह में पानी।

सोचा, क्या अच्छे दाने हैं, खाने से बल होगा,
यह ज़रूर इस मौसम का कोई मीठा फल होगा।

एक चवन्नी फेंक और झोली अपनी फैलाकर,
कुँजड़िन से बोला बेचारा ज्यों-त्यों कुछ समझाकर।

लाल-लाल, पतली छीमी हो चीज़ अगर खाने की,
तो हमको दो तोल छीमियाँ फ़कत चार आने की।

हाँ, यह तो सब खाते हैं – कुँजड़िन बेचारी बोली,
और सेर भर लाल मिर्च से भर दी उसकी झोली।

मगन हुआ काबुली फली का सौदा सस्ता पाके,
लगा चबाने मिर्च बैठकर नदी-किनारे जाके।





मगर, मिर्च ने तुरंत जीभ पर अपना ज़ोर दिखाया,
मुँह सारा जल उठा और आँखों में जल भर आया।

पर, काबुल का मर्द लाल छीमी से क्यों मुख मोड़े?
खर्च हुआ जिस पर उसको क्यों बिना सधाए छोड़े?

आँख पोंछते, दाँत पीसते, रोते और, रिसियाते,
वह खाता ही रहा मिर्च की छीमी को सिसियाते।

इतने में आ गया उधर से कोई एक सिपाही,
बोला – बेवकूफ़! क्या खाकर यों कर रहा तबाही?
कहा काबुली ने – मैं हूँ आदमी न ऐसा-वैसा।
जा तू अपनी राह सिपाही, मैं खाता हूँ पैसा!

रामधारी सिंह दिनकर



कैसे समझाओगे?

- काबुलीवाले को सब्ज़ी बेचने वाली की भाषा अच्छी तरह समझ नहीं आती थी। इसलिए उसे अपनी बात समझाने में बड़ी मुश्किल हुई। चलो, देखते हैं तुम अपनी बात बिना बोले अपने साथी को कैसे समझाते हो? नीचे लिखे वाक्य अलग-अलग पर्चियों में लिख लो। एक पर्ची उठाओ। अब यह बात तुम्हें अपने साथी को बिना कुछ बोले समझानी है—

  ✧ मुझे बहुत सर्दी लग रही है।

  ✧ बिल्ली दूध पी रही है, उसे भगाओ।

  ✧ मेरे दाँत में दर्द है।

  ✧ चलो, बाज़ार चलते हैं।

  ✧ अरे, ये तो बहुत कड़वा है।

  ✧ चोर उधर गया है, चलो उसे पकड़ें।

  ✧ पार्क में चलकर खेलेंगे।

  ✧ मुझे डर लग रहा है।

  ✧ उफ़ ये बदबू कहाँ से आ रही है।

  ✧ अहा! लगता है कहीं हलवा बना है।



सही सवाल

काबुलीवाले ने कहा – अगर ये लाल चीज़ खाने की है, तो मुझे भी दे दो।

सब्ज़ी बेचने वाली ने कहा – हाँ ये तो सब खाते हैं। ले लो।

इस तरह बेचारा काबुलीवाला मिर्च खा बैठा। तुम्हारे हिसाब से काबुलीवाले को मिर्च देखने के बाद क्या पूछना चाहिए था?



भाषा की बात

मुँह सारा जल उठा और आँखों में जल भर आया।

यहाँ जल शब्द को दो अर्थों में इस्तेमाल किया गया है।

जल - जलना, तीखा

जल - पानी

इसी तरह नीचे दिए गए शब्दों के भी दो अर्थ हैं।

इन शब्दों का इस्तेमाल करते हुए एक-एक वाक्य बनाओ पर ध्यान रहे -

- वाक्य में वह शब्द दो बार आना चाहिए
- दोनों बार उस शब्द का मतलब अलग निकलना चाहिए। (जैसे ऊपर दिए गए वाक्य में जल)

  ✧ हार - ....

  ✧ आना - ....

  ✧ उत्तर - ....

  ✧ फल - ....

  ✧ मगर - ....

  ✧ पर - ....



छाँटो

कविता की वे पंक्तियाँ छाँटकर लिखो जिनसे पता चलता है कि

- काबुलीवाला कुछ शब्द अलग तरीके से बोलता था।

  ....

- काबुलीवाला कंजूस था।

  ....



- मिर्च बहुत तीखी थी।

....

- काबुलीवाले को मिर्च के बारे में नहीं पता था।

....

- काबुलीवाले को 25 पैसे की मिर्च चाहिए थी।

....



चार आना

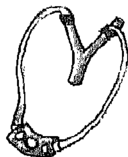
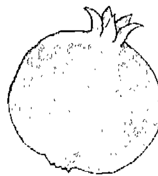
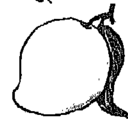
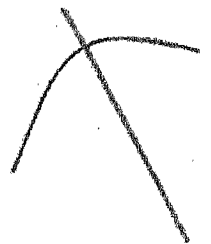
- चवन्नी मतलब चार आना।
  चार आना मतलब 25 पैसे।
  तो एक रुपए में कितने पैसे?

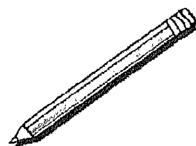
अब बताओ –
अठन्नी मतलब .... आने।
इकन्नी मतलब .... आना।
दुअन्नी मतलब .... आने।



तुम कैसे पूछोगे?

तुम बाज़ार गए। दुकानों में बहुत–सी चीज़ें रखी हैं। तुम्हें दूर से ही अपनी मनपसंद चीज़ का दाम पता करना है, पर तुम्हें उस चीज़ का नाम नहीं पता। अब दुकानदार से दाम कैसे पूछोगे?




 बातचीत के लिए

- काबुलीवाले ने मिर्च को स्वादिष्ट फल क्यों समझ लिया?
- सब्ज़ी बेचने वाली ने क्या सोचकर उसे झोली भर मिर्च दी होगी?
- सारी मिर्चें खाने के बाद काबुलीवाले की क्या हालत हुई होगी?
- अगले दिन सब्ज़ी वाली टमाटर बेच रही थी। क्या काबुलीवाले ने टमाटर खाया होगा?

 आगे-पीछे

कुंजड़िन से बोला बेचारा ज्यों-त्यों कुछ समझाकर

इस पंक्ति को ऐसे भी लिख सकते हैं –

बेचारा ज्यों-त्यों कुछ समझाकर कुंजड़िन से बोला।

अब इसी तरह इन पंक्तियों को फिर से लिखो -

- हमको दो तोल छीमियाँ फ़कत चार आने की।

  ....

- वह खाता ही रहा मिर्च की छीमी को सिसियाते।

  ....

- जा तू अपनी राह सिपाही, मैं खाता हूँ पैसा।

  ....

- एक काबुलीवाले की कहते हैं लोग कहानी।

  ....



कविता बनाओ

अपने मन से बनाकर एक कविता यहाँ लिखो।

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मुँह में पानी

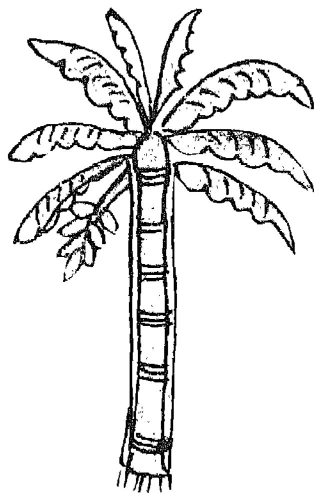
- लाल-लाल मिर्च देखकर काबुलीवाले के मुँह में पानी आ गया। तुम्हारे मुँह में किन चीज़ों को देखकर या सोचकर पानी आ जाता है?

....

....

तुम्हें चाहिए : पाँच-छह कागज़, अलग-अलग मोम के रंग

कैसे करना है: अलग-अलग पेड़ चुनो जैसे केला, बबूल, आम, बाँस, नारियल, जामुन। अब किसी एक पेड़ के तने पर अपना कागज़ रखो। उस पर किसी मोम रंग को ऊपर से नीचे की तरफ़ घिसो। तुम्हारे कागज़ पर उस पेड़ के तने की छाल की छाप आ गई न! इसी तरह दूसरे पेड़ों के साथ करो।



इन कागज़ों को अपनी कॉपी में चिपकाना मत भूलना



बच्चों को बताएँ की यह चित्र बिहार की मधुबनी शैली में बना है।



15. सबसे अच्छा पेड़

तीन भाई थे। एक दिन सुबह के समय तीनों नए घरों की तलाश में निकल पड़े। गरम-गरम धूप में वे सड़क पर चलते चले गए। थोड़ी देर में आम का एक बड़ा पेड़ आया। उसके नीचे ठंडी छाँह थी। तीनों भाई उसके नीचे आराम करने लगे।



पेड़ के पके आम तोड़-तोड़कर वे मीठा-मीठा रस चूसने लगे। बड़े भाई ने कहा – भाई मुझे तो यही जगह पसंद है। आम के पेड़ से बढ़कर क्या हो सकता है? आम कच्चे होंगे, तो हम अचार बनाएँगे। और जब वे पक जाएँगे, तो हम मीठे-मीठे आम खाएँगे। कुछ आम हम बाद में खाने के लिए सुखाकर रख लेंगे।

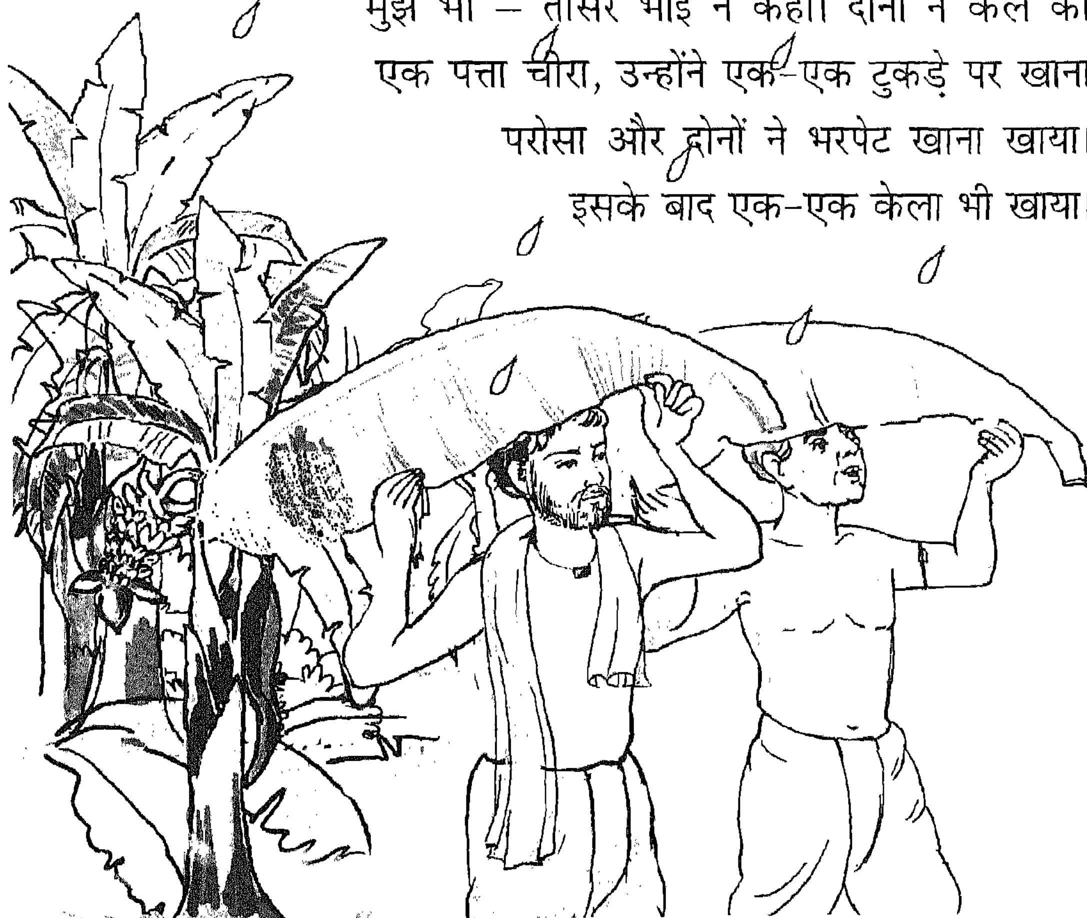
पहले भाई ने आम के पेड़ के नीचे एक झोंपड़ी बनाई और वह वहीं ठहर गया। लेकिन उसके भाई वहाँ नहीं ठहरे, वे आगे चल पड़े।

चलते-चलते उन्हें केले के कुछ पेड़ मिले। तभी आसमान से एक काला बादल गुज़रा।

टप-टप....... पानी बरसने लगा। दोनों भाइयों ने केले का एक-एक पत्ता काट लिया, उसके साए में उन पर पानी नहीं गिरा। ज़रा देर में बादल चला गया। बारिश रुक गई।

दूसरे भाई ने कहा – बड़ी भूख लगी है।

मुझे भी – तीसरे भाई ने कहा। दोनों ने केले का एक पत्ता चीरा, उन्होंने एक-एक टुकड़े पर खाना परोसा और दोनों ने भरपेट खाना खाया। इसके बाद एक-एक केला भी खाया।

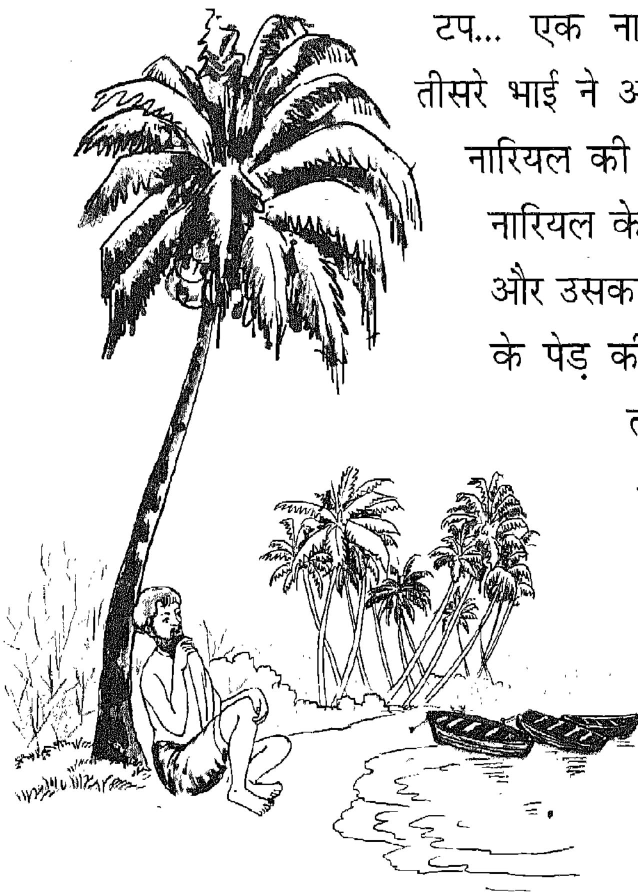




दूसरे भाई ने कहा – मैं तो यहीं घर बनाऊँगा। केले के पेड़ से अच्छा क्या होगा, बढ़िया केले खाने को मिलेंगे। उनकी सब्ज़ी बनाएँगे। कुछ केले हम बेच देंगे। उनके पैसे से हम चावल खरीद लेंगे और केले के पत्ते भी काम आएँगे।

इसीलिए दूसरे भाई ने वहीं अपनी झोपड़ी बना ली।

मगर तीसरा भाई आगे बढ़ता चला गया। चलते-चलते उसे नारियल का एक पेड़ मिला। पेड़ बड़ा लंबा और पतला था। तीसरे भाई ने कहा – कैसी प्यास लगी है!



टप... एक नारियल ज़मीन पर टपक पड़ा। तीसरे भाई ने अपना चाकू निकाला। खर-खर.. नारियल की जटाएँ साफ़ हो गईं। फिर उसने नारियल के छिलके में छोटा-सा छेद किया और उसका ठंडा-मीठा पानी पीया। नारियल के पेड़ की छोटी-सी छाँह!

तीसरा भाई उसी छाँह में बैठ गया और सोचने लगा –

आम का पेड़ बहुत बढ़िया होता है और आम भी बड़ा अच्छा फल है। केले का पेड़ बड़े काम का होता है और केला खाने में अच्छा होता है।

पेड़ नीम का भी अच्छा है। उसकी दातुन बड़ी अच्छी रहती है। घर में कोई बीमार हो, तो लोग नीम की टहनियाँ दरवाज़े पर लटका देते हैं। मेरे पास नीम का पेड़ हो, तो मैं उसकी टहनियाँ बेच सकता हूँ और पेड़ मुझे ठंडी छाँह भी देगा और अगर कहीं मेरे पास रबड़ का पेड़ होता, तो मैं अपना चाकू निकाल कर पेड़ की छाल में एक लंबा चीरा लगा देता। चीरे के तले में एक प्याला रख देता। पेड़ के दूधिया रस को मैं प्याले में भर लेता। रस को पकाकर मैं रबड़ बना लेता। रबड़ मैं बेच देता। रबड से लोग गुब्बारे, टायर और तरह-तरह की चीज़ें बना लेते।

अच्छे पेड़ों की क्या कमी है! नारियल के पेड़ की ही सोचो। नारियल की जटाओं को काटकर मैं मोटी डोरियाँ बना सकता हूँ और डोरियों से मैं मज़बूत चटाइयाँ भी बना सकता हूँ। रस्सियों और चटाइयों को मैं शहर के बाज़ार में बेच सकता हूँ। मैं नारियल का पानी पी सकता हूँ। मैं नारियल की गरी खा सकता हूँ और कुछ गरी सुखाकर मैं खोपरा भी तैयार कर सकता हूँ, खोपरे को पेरकर मैं गोले का तेल निकाल सकता हूँ। गोले का तेल साबुन और कितनी ही चीज़ें बनाने के काम आता है। नारियल के छिलके को साफ़ करके कटोरे और प्याले बना सकता हूँ। ठीक तो है, मेरे लिए तो यही पेड़ सबसे अच्छा है। मैं तो इसी के नीचे घर बनाऊँगा।

इसलिए तीसरे भाई ने नारियल के तले अपनी कुटिया बनाई और मज़े से रहने लगा।

तुम्हारे लिए कौन-सा पेड़ सबसे अच्छा है?

ज. भारतदास

 ज़रा सोचो तो

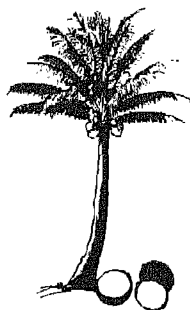
- तीनों भाई किस मौसम में घर की तलाश में निकले?
- तुम्हें कैसे पता चला?
- कौन-सा महीना होगा?
- घर की तलाश पर निकलने से पहले वे कहाँ रहते होंगे?



- इन मौकों पर तुम किस पेड़ के पत्ते का इस्तेमाल करोगी –
  - ✧ मेहमान को खाना खिलाने के लिए ....
  - ✧ बारिश में भीगते समय छाते की तरह ....
  - ✧ सीटी बजाने के लिए ....
  - ✧ रंग बनाने के लिए ....
  - ✧ गर्मी से परेशान होकर पंखा करने के लिए ....

 क्या लगाओगी?

तुम्हें अगर पेड़ लगाना हो तो तुम कौन-सा पेड़ लगाओगी?
तुम वही पेड़ क्यों लगाना चाहोगी?



मैं अपने बगीचे में .... का

पेड़ लगाऊँगी क्योंकि ....

....



पहचानो और मिलाओ

यहाँ कुछ पत्तियों के बारे में कुछ वाक्य दिए गए हैं।
वाक्यों को सही चित्र से मिलाओ।
पत्ती पहचान पा रही हो तो उसका नाम भी लिख दो।

- लंबी पतली पत्ती जो आगे से नुकीली है।

  ....



- नीचे से गोल आगे जाकर नुकीली हो जाती है।

  ....



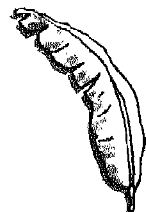
- जिसके किनारे लहरदार हैं।

  ....



- गोल पत्ती

  ....





आओ करें खोज

रबड़ के पेड़ की छाल पर चीरा लगाने से दूधिया रस निकलता है। पता करो किन पेड़ों या पौधों के पत्ते को तोड़ने पर दूधिया रस निकलता है। अब पत्तों को सुखाकर चिपकाओ।

- ✧ जिनसे दूधिया रस निकलता हो।
- ✧ जो चिकनी होती हों।
- ✧ जिन पत्तियों की नसें उभरी हुई होती हैं।



कैसे पड़े नाम?

हम दाँतों को मंजन से माँजते हैं। इसीलिए मंजन को मंजन कहते हैं। अब सोचो और लिखो इनके नाम ये क्यों हैं?

दातुन ....

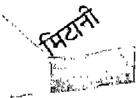
छलनी ....

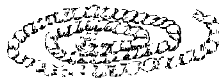
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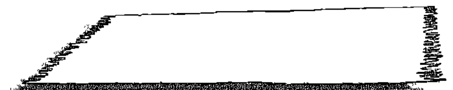


पहचानो तो

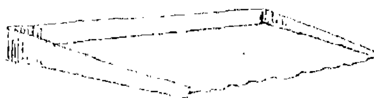
इनमें से कौन-सी चीज़ किससे बनी है?















सही जगह पर (✓) का निशान लगाओ।

सबसे घना			
सबसे ऊँचा			
चढ़ने में सबसे आसान			
सबसे मोटा तना			
सबसे बड़े पत्ते			
सबसे मीठा फल			
फल खाना सबसे आसान			

....	....
....	....
....	....
....	....



- किन फलों को छिलके के साथ नहीं खा सकते?
- कौन-से फल हर मौसम में मिलते हैं?





ज़रूरी सामान : रंग-बिरंगी पेंसिल, शार्पनर (छीलनी), कार्डशीट या पोस्टकार्ड, गोंद और स्केच पैन



अपने आसपास के पेड़-पौधों से छोटी-छोटी फूल-पत्तियाँ इकटठी करो। इन्हें किसी मोटी किताब में अलग-अलग पन्नों के बीच दबाकर रख दो। एक-दो दिन बाद जब वे लगभग सूख जाएँ तो उन्हें मनचाहे कागज़ या कार्ड बनाकर उस पर चिपका दो। चिपकाने के लिए सादा पोस्टकार्ड भी ले सकते हो। स्केच पेन से जो भी संदेश तुम लिखना चाहती हो, लिख दो।

ऐसे ही सुंदर-सुंदर कार्ड बनाकर अलग-अलग अवसरों पर अपने संगी-साथियों को भेजो।



बच्चों से ऐसा मुखौटा बनाने के लिए कहें। इसी प्रकार से अन्य जानवरों के मुखौटे बनाए जा सकते हैं। इन मुखौटों को पहनाकर उनसे अभिनय करवाएँ।





पत्तियों का चिड़ियाघर

पेड़ों के कपड़े हैं पत्ते
पेड़ उन्हीं को पहने रहते
पेड़ों के बस्ते में होते
खेल खिलौने सस्ते सस्ते।

पत्तों का भी है संसार
पत्तों के हैं कई प्रकार
हर पत्ते का है आकार
केले बरगद और अनार।

पत्तों को छूकर तो देखो
उनसे हाथ मिलाओ तुम
हँसी-खेल में, बातचीत में
उनको मित्र बनाओ तुम।

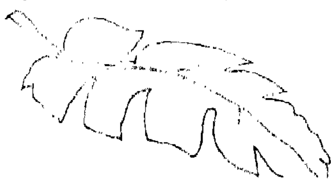
अखबारों की तह के भीतर
उनको नींद सुलाओ तुम
अगर नींद से जाग उठें तो
गुन-गुन गीत सुनाओ तुम।

इन सूखे पत्तों से खेलो
मिलकर इन्हें सजाओ तुम
ये सारे दिलचस्प नमूने
कागज़ पर चिपकाओ तुम।

पीपल पेट, पूँछ डंडी की
पैर कनेर के, इमली की नाक
हरी घास की लंबी मूँछ
कहीं बबूल, कहीं पे ढाक

होते हैं बेजान न पत्ते
उनकी होती खास ज़ुबान
कोई पत्ता लगता चेहरा
कोई है चोटी की शान

पेड़ों के पत्तों से बच्चो
बनता सुंदर चिड़ियाघर
सैर करो तुम आज उसी की
जल्दी आओ करो सफ़र।





अरविंद गुप्ता

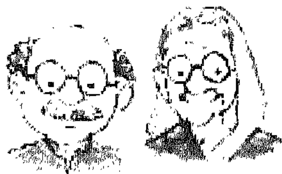






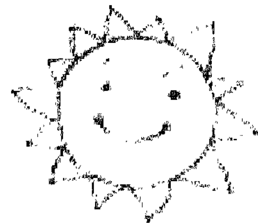


उधम करूँ पर रोक न एक,
तनिक किसी की टोक न एक।
झिलमिल करती बाग में घाम
सुबह सुनहरी चहके शाम।
गरमी की ये सभी छुट्टियाँ
नाना-नानी जी के नाम।



मामी मूर्ख बनाएँ एक,
नानी कथा सुनाएँ एक।
दिनभर गपशप और आराम,
मम्मी जी का बस यह काम।
गरमी की ये सभी छुट्टियाँ
नाना-नानी जी के नाम।

गरम कचौड़ी सुबह को एक,
दूध जलेबी पहले एक।
थोड़े जामुन, ज़्यादा आम,
काले-काले पीत ललाम।
गरमी की ये सभी छुट्टियाँ
नाना-नानी जी के नाम।



चिढ़ाते रहते मामा एक
फुलस्टॉप न कॉमा एक।
मौसी करतीं प्यार तमाम,
इन सबको मैं करूँ प्रणाम।
गरमी की ये सभी छुट्टियाँ



नाना-नानी जी के नाम।।

गोपीचंद श्रीनागर

lems. Operating on this assumption, the counselor sometimes needs to begin his *conversation* indirectly with little, if any, reference to the reasons for which the student is present at the interview. By watching for clues of rapport in the student's comments, inflections, and gestures, the counselor may learn at what time, if ever, in the interview the student is psychologically ready to turn to a direct discussion. The student himself determines when and if he is to discuss his own basic problems.

Rapport must be established preparatory both to analyzing the student's problems and to counseling. The purposes of the two types of rapport and their situations are thus seen to differ, although both may be established by similar techniques. Rapport in analysis facilitates helping the student to understand himself by recalling and verbalizing information about himself, while in counseling (or treatment), the direction is reversed and rapport facilitates the *acceptance* by the student of the emerging picture or understanding of himself.

Interviews should not be misused to collect routine information which may make the student restless and reluctant to return for counseling. To avoid this danger, especially in the case of educational and vocational counseling, many counselors request that students fill out check lists and case-history forms *before* appearing for an interview. These forms may provide the counselor with data regarding the student's background and also with an insight into his frame of mind and what he thinks are his problems and their causes. By inspecting such data before seeing the student, the counselor can gain better understanding of the student's psychology and, therefore, begin his interviewing at the point of the student's own thinking.

In very few cases, except in group therapy, is it possible to provoke a frank discussion with a student if a third person is present. Students are usually reluctant to discuss even apparently simple and publicly known problems under such conditions. Rapport is almost always a one-to-one relationship. For this reason, privacy is a necessary condition for interviewing. The violation of this obvious condition is undoubtedly one of the reasons why so much of counseling does not get across to the student and operate in his life. There must be cooperation in the interview if the student is to be influenced to action, and, there-

fore, he must be willing to participate because he respects the counselor and trusts him with confidential information. Strang has stated as one function of the interview, "to act as a 'catalyst for the subject's thought processes.'"[9] This can be done only if the student is in the proper frame of mind, induced by privacy and respect for the counselor's competency. In discharging his proper functions in the interview, the counselor faces a task as difficult and complex as that of interpreting the meaning of the facts he learns by talking with the student.

Unless equipment is used for a complete recording of the interview, immediately following each interview the counselor should dictate a complete summary of the significant facts he has learned including diagnostic questions, comments, and questions asked by the student.[10] A running account of the interview is far more important than a single summary such as is usually recorded on a cumulative record card. Many of these facts may prove to be of significance when the case history is completed, even though their importance is not immediately apparent. No counselor should depend upon his fallible memory to carry such data Even to wait a day before dictating may cause significant data to be forgotten, or confused with that discovered in subsequent interviews with other students.

Time-distribution Form. That students waste time is self-evident, but the actual amount of time wasted and the actual use of time are facts which most students cannot judge accurately Especially in college, it is important that students develop habits of systematic study and use of time, and that a sufficient number of hours be devoted to studying. The greatly increased amount of time required of new students for effective studying makes it necessary that the development of these new habits begin early Before a counselor can suggest a wise distribution of time for various activities, including hours of study, it is necessary that an accurate account be available. Moreover, students tend to err in estimating the amount of time devoted to these various activities. If an accurate count is made, they get a better

[9] Strang, *op. cit.*, p 55.

[10] Theodore R. Sarbin, "The Case Record in Psychological Counseling." *Journal of Applied Psychology*, Vol. XXIV, pp. 184–197, 1940.

understanding of the need for a reorganization of their time and activities. They will be receptive to suggestions if they understand just how many hours are wasted in aimless activity, reading the newspaper, or listening to the radio.

These necessary data regarding the actual distribution of time are best collected by means of a printed form with space for recording activities and time, hour by hour, for one week. A summary for each type of activity (study, sleep, transportation, meals, social activities, leisure, and waste time, etc) will permit comparison with similar data collected from a sampling of other students Such a form has been reported elsewhere by Williamson and Darley and by Strang.[11]

Autobiographies.[12] Many significant facts about a student and his problems cannot be collected by means of personal interviews or other tools in which other persons play a part. Frequently, personal experiences are too intimate to be revealed in a face-to-face situation. Other significant facts cannot be remembered and put in a proper setting by means of question and answer methods. The student must organize his own account of these experiences, ideas, attitudes, and ambitions. He thinks more clearly when he tells his own story in his own manner. Occasionally, he will be able to give such a running account of his life in an interview, if he is able to talk freely. But in such a situation, the counselor is not able to record the account.

For these reasons, the counselor frequently suggests that the student write out a story of his life including what he considers to be his most significant experiences[13] Usually, no specific outline of points to be covered is suggested, since it is an insight into the student's reactions toward his experiences that the counselor desires. In this sense, the autobiography is a loose form of

[11] E G Williamson and J. G Darley, *Student Personnel Work An Outline of Clinical Procedures.* New York. McGraw-Hill Book Company, Inc., 1937, pp 125–127.

Ruth Strang, *Behavior and Background of Students in College and Secondary School* New York: Harper & Brothers, 1937, Chap. VIII

[12] Allport, *The Use of Personal Documents in Psychological Science, op. cit.*

[13] For a discussion and review of the literature on this analytical tool see Strang, *op. cit.,* Chap. VII See also 1949 revision, Chap. IV.

analysis by the free-association method. When the counselor notes that the student is becoming reluctant to discuss certain topics, or rather wants to but is blocked, then he may suggest that the student try to write it out and bring in the product at another interview. At times, it may be advisable to make such a suggestion with indirect reference to the cause of the specific blocking by casually asking for the autobiography. Frequently, the same method may be used to understand the student's attitudes and hopes regarding educational and vocational choices

Anecdotal Records. A significant invention designed to yield data descriptive of intangible but important personality traits is the anecdotal method of recording observations of behavior.[14] In large part this development represents a reaction against the artificiality and oversimplification characteristic of rating scales, as well as the restrictive limitations of personality tests. Studies of rating scales showed not only their low reliability, but also that the comments of the rater given in support of his judgments were often more significant and diagnostic than the ratings themselves. Early efforts in the field of personality measurement were directed toward the standardization of judgments by means of tests. Although this was a desirable effort, some workers overreacted to the extent of eschewing everything subjective, even though it might be more significant than the so-called objective data.

These many efforts to improve analysis of intangible personality traits have produced the anecdotal method. In using this method, teachers write out a brief description of the actual behavior they observe in the classroom or elsewhere. The student's behavior and remarks are recorded as faithfully as possible. Efforts are made to get the teacher to record only what she sees and hears and to avoid all interpretations of that behavior. These anecdotes concerning a given student are collated and recorded in summary form in his cumulative record. When collected over a period of years and combined with other case data, they yield an insight into the student's personality not available from other sources.

[14] L. L. Jarvie and Mark Ellingson, *A Handbook on the Anecdotal Behavior Journal* Chicago. University of Chicago Press, 1940.
Strang, *op cit*, Chap. V.

Tests as Analytical Techniques.[15] Before considering the use of techniques of analysis in relation to types of students' problems, certain general considerations of the method of testing should be discussed. This question of whether to test or not to test has caused considerable confusion in personnel work. The test method of analysis resulted from attempts to provide objective, dependable, and universal yardsticks for the measurement of traits. Analytical techniques must be relatively uninfluenced by desires, irrational hopes, and errors that enter into the impressionistic method of diagnosis. Tests are used to objectify and to make meaningful, in standard units, comparisons of students with groups with whom they will compete for grades, wages, or other rewards.

Because of a number of factors, a negativistic attitude has often developed toward tests. A brief mention of some of these factors will serve to orient the reader to the legitimate values of tests in analysis. A superficial inspection of paper and pencil tests beguiles the uninformed into concluding that any normal person can answer the questions. But tests many times reveal differences not detected by casual observations. As a result, when tests are checked against subjective impressions, unexpected results are often obtained. To the uninitiated, it is the test results which are in error and not the impressions. Subjective judgment is assumed to be the final criterion of truth, a point of view often at odds with the facts. Moreover, tests often expose the amateur psychologist who has great confidence in his own ability to judge people. Many persons pride themselves on their alleged ability to "psychologize", consequently, they resist this external and more objective type of analysis. At one time, also, there was a vigorous protest against tests because of the possible dictatorial use of the results by mechanically assigning people to various groups and categorically labeling them as "dumbbells," incompetents, and the like

Because of the above factors, the test method runs contrary to the long-accepted, deep-grained, and passionately defended idea that all men are equal. Almost everyone has at some time be-

[15] Donald E Super, *Appraising Vocational Fitness* New York: Harper & Brothers, 1949 J G. Darley *et al*, *The Use of Tests in College.* American Council on Education Studies, Series VI, Student Personnel Work, No. 9 Washington, D C, 1947

lieved that he could be a successful worker if he really wanted to be, or had the financial, educational, and economic opportunities. But, since tests often reveal analytical results contrary to these wishful thoughts, a negative appraisal of tests is the result. Many times, test interpreters are too embarrassingly blunt, objective, and frank in exposing irrational beliefs in one's own perfection. It is far more comforting and gratifying to one's ego to be told by amateur psychologists, parents, friends, and character analysts that one has tremendous latent abilities, which circumstances beyond control have prevented him from developing.

Tests are not the ultimate criterion of truth, however. This technique of analysis is limited in its application to certain types of behavior. Tests provide no measure of efficiency, drive, motivation, ambition, skillful use of aptitudes, and desire to achieve Frequently, tests are used mechanically, in isolation, and without taking into account possible testing errors, varying training standards, factors of ambition, skill in use of aptitudes, and other important behavior traits making for success or failure When so used mechanically, they are obviously misused, as Earle maintains in his description of the psychological examination [10] Test scores have diagnostic significance *only in relation to case data,* scores should not be interpreted without a knowledge of the case record of a student. Tests should be used in a clinical procedure much as a doctor uses a thermometer.

In Defense of Tests. This much may be said in defense of the testing method of analysis. The psychologist is one of the very few professional workers in the field of diagnosis who has studied his tools critically and scientifically to discover their weaknesses and strengths, quite apart from his own beliefs, prejudices, and hopes. For few other techniques has such a refined check been made of the accuracy of analysis. The psychologist has candidly published the results of research showing the limitations and errors of his tools. Since his tools are presented with their errors listed, many people conclude that all other tools are free from error or that errors of other tools are negligible as compared with those of tests. This has led to the belief of uninformed counselors that there are no errors, few errors, or less serious errors in other techniques of analysis.

[10] Frank M Earle, "The Psychological Examinations." *Occupations,* Vol XII, pp. 70–74, April, 1934.

This fallacy of abandoning one tool because its errors and limitations have been discovered through research and clinical practice, and substituting another tool, the errors of which are as yet unknown or ignored, is characteristic of some counselors. They learn of the errors in tests and then proceed to avoid using them, preferring to use analytic techniques of self-analysis, tryout (work or school experience), or the reading of a book on occupational information, apparently blissfully ignorant of the many serious errors and limitations of these substitute tools. The following quotation from Brewer [17] typifies this fallacious type of thinking:

> Only by large reliance on analogy can more than a very few tests be used, and results so obtained are dangerous [*sic*] to apply to the case of an individual boy or girl.
>
> Fortunately, the exploratory course is itself a rough, but largely valid [*sic*], test, and fortunately, too, such a course is useful to most boys and girls, regardless of the vocational aim.

Without condemning or approving this characteristic of modern personnel workers, Watson [18] says: "The trend in vocational guidance has been away from the once popular idea of tests that analyze aptitudes and toward more emphasis upon study of occupations. It is assumed that the individual's knowledge of his abilities, drawn from previous experience, will compare favorably with any laboratory report."

To return to our discussion of tests as diagnostic tools, the validity of these tests may be low because (1) the criterion used is low in reliability and, therefore, at fault; and (2) other factors, in addition to those tested, are represented in the criterion, *e.g.*, attitudes and motivation are represented in the criterion in addition to tested aptitudes. Since tests are reliable and yet correlate low with our crude criteria of success, it might be argued that the psychologist has manufactured a blue-steel scalpel with fine edge for an operation that needs only a less precise tool.

[17] John M Brewer, "The Practical Arts." *The Scientific Movement in Education.* Part II, Thirty-seventh Yearbook of the National Society for the Study of Education Bloomington, Ill.: Public School Publishing Company, 1938, p 167.

[18] Goodwin Watson, "Testing Intelligence, Aptitudes, and Personality" *The Scientific Movement in Education.* Part II, Thirty-seventh Yearbook of the National Society for the Study of Education Bloomington, Ill.: Public School Publishing Company, 1938, p. 366

In attempting to use test tools of analysis, the counselor must recognize that research in the basic psychology of adjustment has not yet determined the relationships between certain effects (symptoms, characteristics, etc.) and certain causes. This ignorance results in part from the peculiar characteristic of human nature sometimes called *multiple causality; i.e.,* a personality trait, symptom, or characteristic may be caused by a number of factors operating singly or in combination. In addition to this confusing complexity of causes, there is a corresponding complexity in the effects of a single cause. Allport[10] asserts: "The 'same' cause, in the context of different lives, may produce contrasting effects instead of uniformity."

A superficial, or merely descriptive, analysis of the appearance of an individual is frequently in error; only an analysis of causes will actually produce a differentiating diagnosis. Most analyses are *phenotypes* That ignorance in this field is great should not be used complacently as an excuse for superficial descriptions. Rather, this ignorance should make counselors cautious in practice and at the same time vigorous in efforts to reduce this area of ignorance through a higher quality of clinical practice and through personal research.

The Student's Approach to His Problems

We have reviewed and evaluated certain types of data which the counselor must collect in the analysis before he and the student can arrive at a dependable understanding of the peculiar characteristics of the student. There remains to be discussed one additional characteristic of the student which is of paramount importance, not only in analyzing, but also in counseling. The manner in which the student approaches his problems not only reveals his life style, but also determines his reactions to the analysis and diagnosis. These attitudes of the student toward his own problems and toward ways and means of achieving optimum adjustment constitute one of the most important of all analytical data. If the student possesses cooperative attitudes, then he may

[10] For an explanation of Lewin's distinction between "genotypes" (causal condition) and "phenotypes" (descriptive similarities in appearances of behavior not necessarily produced by the same cause), see Allport, *op. cit.,* pp. 16, 18, 324–326.

work with the counselor. If he believes that diagnoses cannot be achieved by some of the questionable methods discussed in the preceding pages, then he will be skeptical of the counselor's procedures and results. This neglected factor of attitudes toward analytical procedures often results in a lack of understanding which in turn disrupts rapport and leads to failure, or to half-hearted efforts at readjustment. *No counselor may expect effective results unless the student understands in his own terminology the "how" and "why" of diagnosing and the "why" of his counseling* Without this understanding by the student, a self-propelled program of action will not grow out of counseling. Of course, not every student can, or wants to, achieve a technical understanding of counseling techniques. Consequently, the counselor must explain only as much of the techniques of the trade as are necessary to secure an enlightened and cooperative frame of mind.

The first step in preparing the student for *present and future* diagnosing and counseling is to understand his beliefs and knowledge of the "how" of counseling. Then the counselor stimulates a discussion-exposition of the evidence for and against the student's beliefs and a comparison of the student's beliefs with the principles and procedures of clinical work. This important step of establishing rapport with the student may be discussed by reference to the prevalent problem of choosing an occupational goal; similar illustrations could be taken from all other problem areas, as we shall see in our discussion of specific problems in subsequent chapters.

Students frequently assume that they need but to learn their score on an aptitude test and, *ipso facto,* their problem will be completely and permanently solved Not only will the name of the one and only vocation be forthcoming from an aptitude test, but the desired success in that vocation will be achieved without effort on their part. Such are the naive attitudes which many students exhibit to personnel workers. But counseling does not involve thus pulling a vocational rabbit out of a psychological hat More than aptitude is required to achieve success. Skillful use of that aptitude and willingness, even eagerness, to use it are requisites equal in importance to aptitude (but not substitutes for it) One of the tasks of the personnel worker is to change

the student's expectancy of magic into an appreciation of the complexity and clinical nature of counseling procedures.

If it is not proper for students to approach the process of counseling with the attitude of a devotee of crystal gazing, neither is it proper that they and their parents should give equal weight to irrational attitudes and desires as compared with more dependable techniques of analysis. Many students believe their "liking" for a vocation and their "conviction" of aptitude for that vocation are equal in weight to more objective evidence as indicators of the possession of aptitude. Thus we find students insisting upon a certain vocational choice because "I like that kind of work"; or "I am certain I can do that type of work"; or "My uncle is a doctor and he told me I could become a physician if I tried hard enough." These statements are very frequently presented to the personnel worker as *evidence* of aptitude, often in spite of the fact that the student has a persistent record of failures in those school subjects which provide a preliminary tryout of aptitude for vocational training and therefore of aptitude for the vocation itself In other words, the student has not learned how to weigh evidence of aptitude. His *desires* for success are thought to be evidence of aptitude equal in importance to, or more important than, an actual tryout or measurement of aptitude. Many students believe that they can go into a "Buddhistic huddle" with themselves and, by a process of psychological legerdemain and irrational thinking, wipe out lack of aptitude, thus becoming qualified for a desired goal.

The experiences of personnel workers with the techniques by which students choose vocations lead to the conclusion that each student needs an understanding of the *logic* of the choosing of a vocation, an understanding of the "how" of choosing. Thus we see that the counselor needs to explain to the student the *rules of evidence*—that certain things are admissible as evidence of aptitudes, *e g.*, that desires for success alone are not evidence of aptitude All this leads to the point that students must understand *how to make* a choice before choices *now and in the future* can be made with a probability of correctness and with enthusiasm for the results. Of course, some students do choose properly without understanding how they did it, much as some people retain their health without understanding the function of leucocytes. But modern medicine does not operate on the pious hope for

accidental and unconscious retention of health. In a similar manner, it were better if educators made vigorous efforts to increase the probabilities that valid choices be made. The fact that some correct choices are made without benefit of counseling does not argue for *laissez faire.*

Thus it is most important in counseling that the student understand how and why he has made a vocational choice. If he has been influenced in his choice by his father's wishes and judgment and if he has accepted these as evidence of his aptitudes, then he is not in a frame of mind to evaluate properly the counselor's review of the evidence for and against a certain choice. Not only are students and their parents prone to misinterpret evidence of aptitude because of their desires, but they also commit the error of failing to review and evaluate *all* the evidence. They have selective amnesia for that evidence which conflicts with their desires.

This emphasis upon the necessity of first understanding the student's approach to the problem of choosing a vocation is the result of the author's attempt to counsel students. He has persistently asked students, "Why did you choose this vocation?" and has as consistently received vague replies which convinced him that he first must devote time to explaining, as he understands it, the logic of choosing a vocation. This logical process involves collecting, reviewing, evaluating, rejecting, and accepting the evidence of experience, school grades, psychological tests, and other data. *Desires for success,* to which students and many guidance workers seem to attach such great weight as evidence of aptitude, *are thus seen as purposive strivings or motivations which must be tied up with the proper aptitudes and directed toward an achievable goal before the process of counseling is completed.* Counseling is far more complex than the formula—"analyze the occupation and the individual, then compare the one with the other until the properly matched pair is discovered." The following procedures should be added.

Collect evidence by clinical methods of diagnosis

Help the student to learn how to choose, to weigh evidence, to line up the evidence in such a logical, reasonable, and appealing manner as to assist him in interpreting its significance for his adjustments

Help the student to make an adequate plan for training the aptitudes he possesses in order to acquire the necessary skillful use of those aptitudes

Help the student to understand the psychology of motivation, to understand that the mere possession of aptitude is not a guarantee of success and that aptitude must be used skillfully if an achievable goal is to be reached.

Summary

In this chapter we have outlined and described many of the steps, techniques, and tools used in analysis to acquire an understanding of the student in relation to the known requirements of his present and future adjustments. In analyzing preparatory to diagnosing and counseling, various types of data are collected by the use of analytical tools. These data provide the counselor and the student with dependable evidence of the student's potentialities for different types of adjustments. These analytic procedures are indispensable if the counselor and the student are to arrive at a diagnosis of the student and if counseling is to result in appropriate and satisfying adjustment. Much of what passes as counseling in educational institutions is not preceded by adequate analysis and is therefore sentimental advising no more effective than traditional methods of mass instruction.

Chapter 7. APPLYING ANALYTICAL TECHNIQUES TO STUDENTS' ADJUSTMENTS

The analytical techniques described in the preceding chapter may be further illustrated through their application to a number of problems experienced by students with respect to personality development, achievements in school, and the choice of an occupation. We shall discuss these phases of counseling in that sequence. As indicated in previous chapters, we take the position in this book that, except for certain types of therapeutic situations, personality should be analyzed in the counseling relationship.

COLLECTING DATA FOR THE ANALYSIS OF PERSONALITY

Counselors in schools recognize that students live not by grades alone but also by the subtle, but nonetheless real, satisfactions which result from adjustments congruent with hopes and desires. That the teacher's grades do not always completely satisfy students is indicated by the large number of scholastically successful students who are social misfits and who are also emotionally disturbed, if not unbalanced. It behooves the counselor, therefore, to seek evidence which will indicate, not only what emotional and social adjustment the student is actually making, but also what is perhaps of more importance, the extent to which the student is *satisfied* emotionally with his actual adjustments.[1]

Analysis of this state of well-being is *not* achieved by asking the simple question, "Are you satisfied with life?" Students do

[1] Gardner Murphy, *Personality*. New York: Harper & Brothers, 1947, p. 539

Muzafer Sherif and Hadley Cantril, *The Psychology of Ego-Involvements*. New York. John Wiley & Sons, Inc., 1947, pp. 118–130.

not usually "open up" thus easily unless the counselor has first established a deep, permissive relationship. Many students are either too shy or too sophisticated to reveal their emotional states by direct questioning in face-to-face situations except when they have confidence in the integrity, competency, and professional attitude of the counselor. Such rapport may require many interviews to establish; it cannot be forced by probing.

A hypothetical case will illustrate the need for analyzing and diagnosing personality problems. Suppose a student comes to a counselor with high academic ability, satisfactory marks, high educational achievement, and satisfactory vocational interest. What is troubling him and why does he seek counseling? He is unable to tell and hesitates to talk. Instead of putting him through a painful process of questions and answers, the counselor looks at his ratings on a personality test administered prior to the interview The student may have satisfactory emotional scores, social scores, and health scores; but in regard to his attitude toward the family, he has a score which deviates markedly from that of the average student, indicating a serious attitudinal maladjustment. The counselor now has an indirect indication of why the student came. In actual fact, he did not really want to go through a long analysis of his vocational problem even though he presumably came in for that purpose. Instead, he wanted the counselor to perceive that it was his relationship with his father that was troubling him. He did not, however, want to reveal his problem directly. If the counselor had asked him question after question, he would have been very much annoyed, embarrassed, and emotionally upset. But with this indication of the difficulty, the counselor may then proceed to ask him *indirectly* how he gets along with his family, whether or not his father likes his vocational choice, his work in college, and things of that sort. Then the story is revealed—a long, complicated story of years of conflict with his father.

An alternative counseling method is found in the approach outlined by Rogers. This nondirective method calls for no analysis or diagnosis on the part of the counselor. Rather is the latter's sole function that of reflecting and clarifying the student's perception and acceptance of himself as he actually is. Still other methods of helping the student to analyze himself, with the as-

sistance of the counselor, are found in the use of projective test techniques.[2]

Why is the counselor interested in this type of problem? In the first place, it is the one point at which the student is in conflict with his environment. It is important, after all, *even though he may be getting satisfactory grades.* Grades are not the only problem of concern and importance to the counselor and to the student. Second, no counselor wants to see schools turn out graduates who have emotional complexes which may later burst out into all sorts of antisocial behavior or lead to vocational maladjustment. In other words, personnel workers want students to leave schools, not only with good technical training, but also with emotional balance and a philosophic serenity which will lead to a happy and well-adjusted life.

Indirect Techniques. Certain relatively indirect methods are available to indicate to the counselor these states of dissatisfaction. In addition to the chance remarks which students occasionally drop, a customary practice is to have the student fill out certain standardized personality tests[3] before or during the counseling interview. Sometimes these tests are given to groups of students on the first day of school, along with intelligence and achievement tests, to locate those who need special and immediate counseling. Obviously, everything possible should be done to make the student feel that there is nothing unusual about

[2] See John E. Bell, *Projective Techniques* New York Longmans, Green & Co, Inc, 1948

[3] In a later section we shall discuss other methods of diagnosing personality traits, particularly those techniques which the counselor uses in the interview, *e.g.*, inference from the student's behavior and remarks in the interview, and the use of information about the student's family, social, and economic status to infer certain attitudes, social habits, etc At this point, the author seeks to show the possible usefulness and weakness of personality tests

For a description and evaluation of personality tests and methods see Bell, *op. cit*

Edward S Jones, "Subjective Evaluations of Personality." J. McV. Hunt, editor, *Personality and the Behavior Disorders* New York· The Ronald Press Company, 1944, Chap. 4.

J. B. Maller, "Personality Tests" J. McV. Hunt, editor, *Personality and the Behavior Disorders.* New York The Ronald Press Company, 1944, Chap 5.

personality tests. Probably, the more casual the attitude of the counselor is toward these tests, the more significant will be the results. If the students think that someone is trying to "get something on them," they will "fake" their answers, and the results will be worthless.[4] These personality tests provide valuable leads for interviewing, but they will not be representative of the student's real attitudes unless the student is in a cooperative frame of mind. Moreover, students may not answer truthfully if they believe that their answers will not be kept confidential. In certain cases, it may be better for the counselor not even to mention the results of the test; *i.e.*, he should not disclose to the student the results, but rather ask some of the test questions orally in the interview. Every reasonable precaution should be taken with these tests, as well as with all other case data, to make certain that the student continues to believe that all data and all relationships are confidential and professional. Students will not reveal their inner states to gossipmongers, sentimentalists, or to curiosity seekers.

Personality Tests.[5] The untrained counselor sometimes assumes that there is one test which will give a complete, accurate

[4] Similar "faking" can and does occur in the interview But the skillful counselor can *usually* (not always) detect such evasions, even though he cannot always bring about a change in the student. Sometimes the counselor's relationship with such a student must be severed, since failure to "click" with the student precludes effective diagnosing or counseling. Every counselor, especially the untrained and inexperienced, must expect a number of such cases.

[5] The reader is referred to "Measures of Personal Adjustment" in *Personnel Research and Test Development in the Bureau of Naval Personnel,* Dewey B. Stuit, editor Princeton, N J: Princeton University Press, 1947, Chap IX In this chapter the authors describe in some detail their experiences in trying out old, and constructing new, tests of personality and checking them against the criteria of psychiatric interviews and predictions of adjustment in military situations. Psychiatric screening devices subject to research included symptom-oriented questionnaires in which the most valid items were those having to do with conversion symptoms; *e.g.*, the most valid item was one having to do with headaches. The second most valid item made a straightforward inquiry whether the subject considered himself nervous to any considerable degree or had been treated or had contemplated treatment by a doctor for nervousness (pp 169–170). The authors attribute a large measure of this finding regarding the nature of validity of adjustment questionnaires to the nature of the validity criterion against which the items were checked—the outcome of the psychiatrist's interview

picture of a total personality. Actually, there are hundreds of personality tests, some of them good and some of them ineffective. Each one, however, measures only a few aspects of personality. There are tests of attitude toward the Chinese, toward law enforcement, toward education, tests of inferiority, tests of emotional conflict, tests of attitude toward teachers, and tests *ad infinitum.*

Some may question the importance, or significance for counseling, of tests of this type. Teachers have for many years taught facts and concepts, and there is little in many curriculums that has to do with attitudes and personality development. But experiences show that attitudes and emotions, if they are of an undesirable type, actually may inhibit learning in the classroom and prevent satisfactory adjustment in social relationships. For this reason, the personnel worker must deal with attitudes and emotions. After all, students are not intellectual machines; they are emotional human beings. Moreover, knowledge alone does not make for a satisfactory adult life. Individuals must have desirable social attitudes and emotions as well as the facts we teach in the classroom. In fact, a great many social problems arise from the fact that no one in the home, the family, the church, or the school has taught the student how to cultivate desirable attitudes and emotional balance. It follows that we can no longer leave it to nature to train students in the realm of normal personality development. The acceptance of this philosophy of education, of course, upsets the time-honored tradition of teaching only textbook matter.

Many times, teachers cannot detect or analyze those attitudes and emotions which inhibit learning. These attitudes do not always show themselves in behavior but are frequently concealed by the student, primarily because of the formal atmosphere of the classroom which prevents an individual from revealing his attitudes.[6] This same restraint toward the teacher too frequently

with the subject When prediction of actual adjustment and maladjustment becomes the object of research, then other validity criteria may yield different test items.

The relevancy of this conclusion for the interpretation of personality tests by counselors is evident and needs no elaboration.

[6] Ruth L. Munroe, *Teaching the Individual.* New York: Columbia University Press, 1942

operates even in personal interviews. Unfortunately, this condition obtains quite frequently at a time in the student's life when he is beset by many perplexing problems.

Even when students do reveal their attitudes in interviews, it is apparent that human judgment and estimates are sometimes wrong in interpreting these data.[7] All attempts to have teachers rate personality have resulted in low reliability and validity of such data. For this reason, the psychologist has begun to develop, by the test method, more refined and precise *indicators* of emotions and attitudes. These tests provide more refined measurements than can be obtained by having untrained advisors interview the student. In one sense, these personality tests may be an indirect "giveaway" of a student's innermost attitudes. They permit us to identify personal interests of a nonacademic type, such as the social, civic, and emotional factors which often distract a student from learning. These personality tests, however, are not so precise nor so easily interpreted as IQ tests They must be given and interpreted with a great many precautions. They are *indicators* rather than measurements of personality, and they provide leads for the counselor to follow in interviewing a student. Indeed, personality tests are most useful when taken by students *before* the counseling interview.

Anecdotal Records. In addition to the test method of analysis, many emotional and social problems will be revealed or identified by the anecdotal type of record. This is a method of recording the teacher's observations, impressions, hunches, and facts about students other than those exhibited or hidden in the teacher's grades. This method was discussed briefly in a preceding section and will not be discussed further here, except for one point. Many case data cannot be interpreted except in terms of the total personality and adjustment of the individual. For example, a test score has meaning largely in terms of its reference to other case data. Teachers who observe students in the classroom, in the homeroom, and on the playground have a splendid opportunity to see many types of behavior which the personnel worker can never see, since the latter is interviewing in a rather artificial situation in which the student does not always exhibit a true and representative part of his normal behavior. The teacher some-

[7] Jones, *op. cit.*

times sees him in a different light and, therefore, can contribute data significant for diagnosis.

Such a less than complete revealing of attitudes may occur even under permissive conditions because of the depth and fixity of repression, or because of the social forces which influence the student's behavior. The determining force of social perception and group membership roles is discussed by Muzafer Sherif in *An Outline of Social Psychology*. No thorough study of counseling interviews in the light of these new psychological principles has yet been made available. But such an analysis is much needed to understand many of the subtle but crucial aspects of both the analytical as well as the therapeutic interview.

In addition to its value for analysis and diagnosis of students, the anecdotal record may prove to be the most useful method yet developed whereby teachers can contribute to the effectiveness of counseling. By this method they can supplement our incomplete case data; they can give indications of antisocial attitudes, indifference to learning, emotional behavior, and the like. Any school can begin a counseling program of great effectiveness by the use of this method, even though technical workers, psychological tests, and all other equipment are not available. This method is being used on the elementary school level, the high school level, and in some cases, on the college level with great success Of course, these anecdotal data must be used in diagnosing by a trained counselor with caution as to the validity, and with due regard to the psychological insight, of the teacher who recorded the anecdote. The mere recording of observations does not guarantee their validity, relevancy, or importance.

Indeed, it is usually reported by administrators, who have attempted to introduce the anecdotal method in their schools, that many teachers either are unable to perceive any significant behavior to report or are able to see only problem or unfavorable behavior. Moreover, most teachers cannot control their tendency to interpret the behavior they observe and, therefore, report only their inferences. Without being aware of the inadequacy of their sampling and the dangers in hasty generalization, they glibly make diagnoses of "inferiority complex," "incorrigibility," "feeble-mindedness," "mother fixation," etc.

Records of Activities. Much additional and significant data for diagnosing personality traits may be collected from the student's

participation in extracurricular and social activities.[8] Unfortunately, only meager records are kept in most schools and colleges About all the counselor can collect at present is a record of offices held, committee memberships, and the student's verbal reports of how many social dates he or she has "on the average." The counselor can only guess from observations made in the interview as to the student's social skills. Teachers may be trained to record significant data by the anecdotal method in this area of activities. At present, however, the counselor is forced to depend largely upon firsthand observations in the interview and hearsay reports from teachers and administrators. Consequently, diagnoses are often irrelevant if not invalid.

Identifying Symptoms of Emotional Disturbances.[9] In identifying those students whose emotional experiences have been so upsetting and disturbing as to indicate the need of counseling therapy, it should be borne in mind that there is no one symptom which indicates conclusively that the student is maladjusted, either seriously or mildly. A combination of symptoms, or unusual behavior which persists, needs to be observed and interpreted in the light of the student's developmental background, the social forces, or the requirements and pressures of his social context. This is to say that a single instance of "queer" or unusual behavior is not to be analyzed in isolation but rather in the context of the individual's case history. This generalization may also be applied to analytical data from *every* area of the student's life.

Operating on the basis of these principles of observation and analysis, counselors should be sensitive in noting the presence of instances of behavior which, upon deeper and wider analysis, may prove to be *symptomatic indications* of emotional conflicts and maladjustments. The range and type of these symptoms are great, and only a few can be very briefly described at this point. The reader is urged to read widely and to broaden his range and accuracy of observation through supervised mental hygiene coun-

[8] The psychological theory underlying this generalization is outlined in Sherif's book, *An Outline of Social Psychology*. New York. Harper & Brothers, 1948.

[9] Adapted from Kate Hevner Mueller *et al* *Counseling for Mental Health*. American Council on Education Studies, Series VI, Vol. XI, No 8, pp 22–34 Washington, D C., July, 1947.

seling experience. A few symptomatic manifestations are outlined below:

1 Excessive, bizarre, slovenly, "outlandish" dress and manners may prove to be indications of emotional repression. Too immaculate appearance and overmeticulousness may indicate emotional rigidity. Indecision over details; restlessness; excessive irritability; impatience; unsatisfiable, "eager-beaver" work drive; inability to concentrate for long periods, excessive and persistent daydreaming; inappropriate giggling, habituated worried expressions, apathy; peculiar mannerisms; infantilisms, excessive sensitiveness to certain people, experiences, and ideas, and other behaviors of similar nature, may be outward signs of inner tensions needing further observations for confirmation and interpretation.

2. Wide, frequent, and swift variations in mood; persistent depressive feelings sometimes indicate temporary or even serious conditions of emotional instability requiring psychotherapy.

3. Long and deep periods of preoccupation with self-analysis, fears, anxiety states, lack of confidence, whether or not converted into physical symptoms of pain or disability, may indicate the need for deeper analysis by a competent therapist.

4 Persistent beliefs impervious to logical analysis, such as guilt feelings, superiority anxieties, inferiority evaluations of self, exaggerated self-references read into people and events—these and other rigid ideas will bear watching and scrutiny by competent analysts.

5. Deep and abrupt decline in intellectual efficiency and amnesia are often indications of profound emotional shock and require psychiatric attention.

6 Unsatisfying, ineffective, and bizarre relationships with others may indicate feelings of insecurity and rejection that need release and insight; unsatisfying or conflicting relations with members of one's family may indicate a state of sensitiveness or confusion; irregular behavior and overemphasis on sex are usually indications of unsatisfactory adjustments based upon repressions that call for therapy.

The wise counselor will begin the never-ending process of adding to and enriching the above *incomplete* list of examples of emotional disturbances which, when observed repeatedly in a number of social contexts or persistently in the same ones, indicate the need for analysis and therapy by a competent clinical psychologist, trained counselor, or psychiatrist. More will be said on this topic in later chapters.

The Language of Maladjustment.[10]

This is to say, that there is a language of personality maladjustment. You have to use a certain kind of language—or you have to use language in a certain way—if you are going to worry, or to regret, or to hate, or to develop and maintain an inferiority complex. Leaving any consideration of language behavior out of a discussion of personality would be somewhat like leaving the cheese out of a cheese soufflé. As a matter of fact, most of the key terms that we customarily use in talking about personality are seen, on close scrutiny, to refer somehow to reactions that are made to and with words and other symbols. To speak of attitudes, fears, hatreds, anxieties, conflicts, likes and dislikes, self-evaluations, delusions, etc., is to indicate, even though obscurely as a rule, those kinds of behavior in which language plays a heavy, often a dominant, role. . . . We shall be more concerned with those aspects of language which make the difference between confusion and efficiency, between misery and zest.[11]

Johnson then proceeds to describe the *verbal* behavior which accompanies or symbolizes or *is* certain kinds of emotional and intellectual maladjustments. We shall adapt his descriptions as follows, quoting many of his incisive and choice descriptive sentences:

1 *Differences in verbal output* are to be found among the maladjusted. Both the *over-* and *underverbalized* seem to experience difficulty in expressing themselves with any degree of satisfaction to themselves or to others

The *oververbalized* are those who (1) talk to avoid silence; (2) talk to conceal truth; (3) or use words "to serve the function of a great, nervously twitching proboscis with which they explore unceasingly in search of certainty." [12] The first class of persons seem to have a "phobia of those awkward silent periods which occur even at the best-regulated dinner parties." [13] The second type has been described by the psychoanalysts as exhibiting *resistance* through "talking about irrelevancies, if at all, by way of refusing to reveal crucial information about himself." [14]

[10] This significant concept is extensively developed, from the viewpoint of speech pathology and general semantics, by Wendell Johnson in his intriguing book, *People in Quandaries.* New York: Harper & Brothers, 1946. See especially Chaps XI to XIV Our discussion is an adaption from Johnson

[11] *Ibid*, pp. 243–244.

[12] *Ibid*, p 245

[13] *Ibid*, p 245

[14] *Ibid.*, p. 246

Such verbal smoke screens are the protective reactions resulting from the fear of revealing certain information. The third type of verbose individuals appear to have "a desire to escape from confusion into a realm of eternal verities."[15]

The field of philosophy is worn bare with the tracks left by these unwearying verbal hunters of the Absolute. But they are not all professional philosophers by any means. They bob up not infrequently in psychological clinics, stopping on the way, as it were, for linguistic repairs.[16]

On the other hand, underverbalized individuals may have developed speechlessness as a self-defense against the possibility of criticism and censure Such a feeling may have arisen from continued experiences of social repressions, ridicule, and even punishment for earlier attempts to express opinions and convictions. After many such rebuffs they have perfected the silence method as the one least likely to cause them further punishment. Behind such adaptive silence is usually a concealed but intense hostility to those individuals or social institutions which produced this habitual silence.

2. *Linguistic rigidity* including *content* restricted in range and variability of the topics of speech; *formal* rigidity in the monotony of sentence form, style, word usage, mannerisms, etc.; and the continued and persistent expressions of beliefs, attitudes, and experiences which indicate *evaluational* rigidity.

With regard to the *content,* Johnson reminds us that these individuals exhibit "a relative lack of responsiveness to situations."[17] They have a verbal one-track mind or "verbal monomania." "The most highly developed verbal specialists in the world are to be found in the insane asylums."[18]

Those persons with *formal* rigidity exhibit a pattern of speech, bookish, loaded with slang, profanity, or such remarks as "just lovely." This "invariability of verbal response" or "verbal mannerisms" often indicates that the individual has a "frozen language" which produces blockings in the attempts to adapt himself to new attitudes and conditions

Individuals are like societies in this regard; when their language habits become too thoroughly fixed to permit effective evaluation of

[15] *Ibid.*, p 247
[16] *Ibid.*, p. 247
[17] *Ibid.*, p. 254.
[18] *Ibid.*, p. 254

changed and changing circumstances, they tend to exhibit more or less grave nervous and "mental" disorders. When the "map" no longer fits the "territory," disorientation in some degree is the inevitable result unless the "map" is revised.[19]

Cases of *evaluational rigidity* use language for the purposes of unconscious projection of their own maladjustments: [20]

Maladjustments occur because of this, in that we tend to make and express highly similar evaluations of extremely different situations. This is to be seen with unusual clearness in what I have called *evaluative labeling.* This term is designed to emphasize our common tendency to evaluate individuals and situations according to the names we apply to them. After all, this is a way of saying that the way in which we classify something determines in large measure the way in which we react to it. We classify largely by naming. Having named something, we tend to evaluate it and so to react to it in terms of the name we have given it. We learn in our culture to evaluate names, or labels, or words, quite independently of the actualities to which they might be applied.

Surely no observing adult in our society has any least doubt of the overwhelming potency of our common verbal taboos, our tendency to evaluate words or labels as though they were in and of themselves as real as what they are assumed to label. It is almost a matter of destiny, for example, for a child to become labeled as a "stutterer," or as "awkward," or "lazy," or "stupid," or "delinquent." [21]

Johnson sums up a large part of his concept of the role of language in maladjustment in this quotation which has even more pertinency for counselors than it has for students as clients: [22]

People can be made deathly sick by symbols. They can be driven to wild distraction and to the most disastrous behavior by words, particularly when those words refer to their deeply personal concerns and disturb their self-evaluations. There are many cases in which a diagnostic label may sicken the patient quite as much as it may en-

[19] *Ibid*, p. 257. Johnson reports, in the appendix of *People in Quandaries* (pp. 258, 500–502), the results of research which indicate that formal rigidity occurs most frequently in the language of younger children as contrasted with older children; children of low intelligence as contrasted with those of high intelligence; schizophrenic patients contrasted with university freshmen

[20] *Ibid.*, p. 261.

[21] *Ibid.*, p. 264.

[22] *Ibid.*, p. 266.

lighten—or confuse—the physician. It is this fact, very significantly, that we are talking about when we speak of treating the patient as well as the disease. Insofar as a diagnosis represents and fosters evaluational rigidity in the person who applies the diagnostic label and in the one to whom it is applied, it aggravates the condition which it names.

COLLECTING DATA FOR ANALYZING SCHOLASTIC APTITUDE [28]

In searching for evidence of scholastic aptitude, the counselor makes use of scholastic-aptitude tests, standardized achievement tests, and teachers' marks. These types of data should be examined and an attempt made to evaluate their usefulness for diagnosing.

Scholastic-aptitude tests have been used for years, and it is probable that most of our student population has been given an IQ test at some time or another We turn to the question of how to use scholastic-aptitude tests of the type of the American Council on Education Psychological Examination. These tests

[28] The reader is referred to the following books for more extensive orientation in this aspect of analysis

Helen Bragdon *et al.*, *Educational Counseling of College Students.* American Council on Education Studies, Series VI, "Student Personnel Work," Vol. III, No 1 Washington, D C: American Council on Education, April, 1939.

Albert Beecher Crawford and Paul Sylvester Burnham, *Forecasting College Achievement,* Part I, "General Consideration in the Measurement of Academic Promise." New Haven: Yale University Press, 1946

John G. Darley, *Testing and Counseling in the High School Guidance Program* Chicago Science Research Associates, 1943

Lincoln B. Hale *et al*, *From School to College* Yale Studies in Religious Education, No 11 New Haven Yale University Press, 1939.

Oscar Kaplan, editor, *Encyclopedia of Vocational Guidance,* 2 vols New York· Philosophical Library, Inc , 1948.

Max McConn, *Planning for College and How to Make the Best of It There.* Philadelphia· Frederick A. Stokes Company, 1937

Ruth Strang, *Educational Guidance.* New York. The Macmillan Company, 1947. See especially Chap. II, "Self-appraisal"

Arthur E. Traxler, *Techniques of Guidance.* New York· Harper & Brothers, 1945.

Ralph W. Tyler *et al*, *New Directions for Measurement and Guidance* American Council on Education Studies, Series I, Reports of Committees and Conferences, Vol. VIII, No. 20. Washington, D C.: American Council on Education, August, 1944.

are very short simple methods of diagnosing learning ability and, by comparison with other individuals of the same age and grade status, of providing data for predicting an individual's chances of success in academic competition Moreover, we may determine the minimum amount of learning ability necessary to succeed in a particular course, curriculum, or school.

In order to have the results of these tests mean anything, they must be given under standard conditions and with alternate and comparable forms, in order to measure the exact amount of change. If a counselor gives a Pressey test one year, a Terman the next year, and an Otis test the third year, he may be unable to interpret the different scores, since he has used a different set of norms for every test. For this same reason, many of the test scores given in the usual case record are worthless for individual diagnosis. There is no information as to the form of the test, the date of the test, who gave the test, whether he was a qualified examiner, whether scoring was accurate, what norms were used, etc. Therefore, many of the diagnoses of academic aptitude made today are unsound as bases for prognosticating an individual's academic future. Repeated testing with comparable tests is necessary for thorough diagnosing.

Even with repeated testing, the clinician expects to discover variations among the scores of individual students. Human ability apparently does not grow in a straight line; there are ups and downs in the curve. Therefore, we should not be disturbed if there are fluctuations in scores from year to year Moreover, the use of different tests, such as the Miller and the Terman, yields fluctuations in scores because these tests are interpreted with norms from different populations which are frequently not representative.

Once more a warning must be sounded, as it has been frequently during the past thirty years. Academic aptitude or intelligence tests do not measure anything more than learning ability. They do not measure a student's willingness to use that ability or his skill in using it. Thus we find that many pupils with high test scores actually fail in their studies. As a matter of logic, there is not just one secret way to succeed in school, *viz.*, by being born with a high IQ. Rather, there are at least three factors involved in academic success· (1) aptitudes, (2) skillful use of aptitudes, and (3) willingness, drive, motivation, or ambition to

use aptitudes in scholastic and job competition. It is probable that a pupil deficient in any two of these three factors will have great difficulty in attaining and maintaining scholastic success

Achievement Tests.[24] Another source of evidence of scholastic aptitude is found in standardized achievement tests such as the tests in the Iowa and the Cooperative Test Service series. Both of these series provide a large number of comparable forms of examinations. These tests permit measurement of a pupil's growth in English, sciences, mathematics, and other areas of knowledge. Such tests are superior to the ordinary teacher's examinations. They are not restricted to any one course of study or syllabus or curriculum but are more general and basic in their content. They have been constructed by a group of experts who have searched for fundamental elements in learning.

Such tests provide a stable, valid, reliable, and standard yardstick for comparison of pupils and for prognosis of success in scholastic competition. Of course, one standardized English test given in the seventh grade will not necessarily yield a score which fixes for an indefinite time a student's standing in relation to others in his class. Here again, there are ups and downs in growth, and we must expect to find certain minor fluctuations, or in some cases major fluctuations, due to distractors which interfere with an individual's learning. A clinically trained worker may often detect when a low test score is actually representative of low achievement and when it is representative of failure to follow directions, to understand directions, or to do one's best.

From the personnel point of view, the most important feature of standardized achievement tests is that they furnish a record of growth resulting from out-of-class activity and study Teachers often falsely assume that cerebral activities cease when the ending class bell rings, that the student does not learn unless he is taught. Indeed, most teacher-made class examinations are constructed on those assumptions. It so happens that these standardized achievement tests, since they do not exactly parallel any of our narrow curriculums, permit us to measure incidental learning outside the classroom, *i.e.*, self-propelled learning. For example, the Cooperative Contemporary Affairs Test is a measure of the amount of knowledge an individual picks up by reading

[24] Ben D. Wood and Ralph Haefner, *Measuring and Guiding Individual Growth.* New York. Silver Burdett Company, 1948.

magazines and newspapers on current affairs. In colleges having no such organized course in the curriculum on this topic, high test scores indicate that an individual learns something in this area without direct instruction. There is reason to believe that this type of learning is basic to the realization of one major educational objective, *viz.*, the development of adults who will be trained to assume citizenship responsibilities.

Another important use of standardized achievement tests may be their substitution for the present unreliable criteria of academic success. Most teachers' grades are really *estimates* of the amount of knowledge possessed by the pupil. All efforts to predict those estimates have been unsatisfactory, largely because of low reliability and validity of the criterion and because of variability in standards and meaning from one teacher to another. With a more valid and stable criterion of academic growth, accuracy of prediction may improve. If we can get such a stable criterion which is reliable, valid, and meaningful, then it may be possible for us to predict with a greater degree of accuracy and, therefore, to guide pupils into various types of curriculums with more certainty.

Achievement tests are used for still another purpose. Teachers' estimates of knowledge are sometimes influenced by personal relationships with the pupil. The teacher may be influenced far too much by the behavior of the quiet type of student and, consequently, underestimate the amount of knowledge he actually possesses. In other cases, she may overestimate a student's knowledge because of his high degree of skill in social relationship. Again, if a boy is particularly obstreperous in the classroom, the teacher's grades tend to be colored by this disagreeable relationship. The use of standardized achievement tests with proper norms will provide a way of checking this error in teachers' grades.

Teachers' Grades. Despite errors in specific grades, the average of all high school grades continues to be the best *single* predictor of average grades in a number of colleges. But grades in specific high school courses, mathematics, for instance, correlate low with corresponding college grades. This higher degree of relationship between average marks in adjacent levels of the educational ladder may be due to one or more of three possible causes. In the first place, grades are a composite measure of

ability, skill in the use of that ability, willingness to work, ambition, skill in impressing teachers, conformity to classroom discipline, and docility. The higher validity correlation of grades may be due to the fact that they are more inclusive measures of grade-getting aptitude than are psychological tests. Second, both high school and college grades are subjective and dependent upon the factors just mentioned, factors which are equally present in determining grades in different subjects, while tests are objective measures of knowledge; *i.e.*, grades may measure overlapping factors which remain relatively constant in adjacent levels of education. It has been suggested by Toops (in private correspondence) that college teachers may be perpetuating the errors present in high school grading. If this is true, one should expect to discover a high degree of agreement. Third, in the averaging process of either high school or college grades, the overestimates of some teachers may be compensated for by the underestimates of other teachers, resulting in a stable and *valid* index of prediction, even though such indexes are not so *reliable* as tests, as is indicated by the conventional odd-even reliability.

However, caution must be observed by the counselor in colleges in interpreting grades from different high schools. The counselor must interpret the high school grades of a particular student in terms of the ability of the rest of the student body in the school from which he comes. There are wide differences in average ability in different high schools, and a high grade rating from one school may be less promising for college achievement than a low rating from another school This is shown by an investigation of over 7,000 seniors in 50 Chicago high schools, where it was found that mean scores on the American Council Psychological Examination varied among the schools from 65 to 220.5 points. Admitting to the University of Chicago the upper tenth of the seniors in the lowest rating school would have reduced the scholastic aptitude of the freshmen class, while admitting the entire graduating classes from some of the other schools would not have reduced the average of freshman ability.[25]

[25] Aaron J. Brumbaugh, "The Selection and Counseling of Students at the University of Chicago," reprint from "Provisions for the Individual in College Education" *Proceedings of the Institute for Administrative Officers of Higher Institutions*, Vol 4, p. 56, 1932.

Obviously, B grades from the lower rating schools would not be so promising for college achievement as B grades from the higher rating schools.

It is apparent, therefore, that school grades have usefulness as indicators of vocational and educational aptitudes when the various conditioning factors and errors are recognized and identified and when grades are used as general indicators of subsequent academic success.

Collecting Data for Diagnosing Vocational Aptitudes.[26] We turn now to a consideration of the types of data available for diagnosing vocational aptitudes. The counselor seeks dependable data which indicate that a student has an adequate amount of those aptitudes required in particular occupations. Unfortunately, we know far too little concerning these aptitudes. As for techniques of analyzing aptitudes, our knowledge is equally deficient. Although much information is available, its quality and validity are far from perfect—a state of affairs to be found in every profession dealing with human adjustments.

Aptitude Tests. The so-called "vocational-aptitude tests" are few in number. There are satisfactory tests for clerical work, mechanical aptitudes, art appreciation, basic musical abilities, and a few others, which provide a basis for predicting a pupil's probable success in competition with other individuals with similar aptitudes. In other words, vocational-aptitude tests may be used in much the same way as academic-aptitude tests have been used, except that the former tests point an individual toward competition in a nonacademic type of training and occupation. The use of these tests will be discussed in greater detail in later chapters dealing with specific problems of vocational choice.

Vocational-interest Tests. Under this topic of vocational tests, special emphasis should be given to what is perhaps one of the most significant inventions in the testing field since the Stanford-Binet, *viz.*, tests of vocational interests.

[26] Kaplan has edited an extensive encyclopedia of reviews and summaries of research studies and descriptions of aptitude and other types of tests and techniques usable in vocational guidance. See Kaplan, *op cit* The most recent, comprehensive, and authoritative review of aptitude tests is by Donald E. Super, *Appraising Vocational Fitness.* New York, Harper & Brothers, 1949

For high school and college students, the Strong Vocational Interest Blank is a satisfactory test.[27] It has been standardized, *not on students,* but *on successful adults.* The interests measured by this test are not to be confused with the *expressions* of interests elicited from students in interviews. These latter interests frequently are surface interests, therefore, a counselor should expect to find many discrepancies between "claimed" and measured interests. The interest blank permits an analysis of the extent to which an individual's basic dislikes and likes are comparable with those of successful men and women. In other words, if a student has interests similar to those of a doctor, it is likely that he will find medical work congenial and that he will be successful, provided, of course, that he has the other requisite abilities.

A second interest test, the Kuder Preference Record, is widely used by counselors in high schools and colleges. By its use, scores are obtained on the following nine occupational fields· mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. The test is used to help a student identify the general areas of work in which he possesses some interest. Then the counselor proceeds to discuss with him the specific occupations available to him in a general area of interest. For example, a student with a 75th percentile on the "mechanical" key might consider the many specific occupations listed in the manual, from airplane mechanic to welder.[28] Thus the Kuder test is used as a screening device to narrow the field of possible interest for a student. A summary of research studies on the reliability and validity of the test is included in the manual. Mean profiles of a number of occupational groups and of students preparing for various occupations are also included in the manual.

Counselors should use such an interest test for a number of reasons. The objective of prediction studies is to isolate, evalu-

[27] The most exhaustive summary of significant research on this test is in E K. Strong, Jr., *Vocational Interests of Men and Women* Stanford University, Calif.: Stanford University Press, 1943. See also Harold D. Carter, "Vocational Interests and Job Orientation." *Applied Psychology Monographs*, No. 2. Stanford University, Calif.: Stanford University Press, May, 1944.

[28] *Revised Manual for the Kuder Preference Record.* Chicago: Science Research Associates, 1946, 30 pp

ate, and utilize tests of those aptitudes which are the minimum required for success in a particular course of study. For example, a research program in a school of medicine would be directed toward developing a battery of tests and determining a threshold of test scores below which an individual has practically no chance of succeeding. In addition, the counselor wants to locate a course of study in which the student has the best possibilities for satisfaction and enjoyment. For this latter purpose, the interest test need not correlate with college grades. A student scoring high on the medical key on the test would not necessarily get high grades, *unless* he also possessed and *used* effectively the required aptitudes. But since vocational interests are involved in adjustment, the counselor uses this test to find the sequence of courses from which the student possessing the required amount of ability will derive greatest satisfaction. Grade success alone is not enough, the student must enjoy, and be well adjusted to, the course. Given the minimum aptitude, a student may succeed in the required courses of study. But he may not attain so high a degree of success or be so well satisfied and adjusted as in a course of studies which are more in line with his basic likes or interests. The counselor wants to know, not only if a student has the minimum of required aptitudes, but also if he has the possibility of being psychologically satisfied with his work and his success. Interest tests provide data for making such a diagnosis, but they must be supplemented and tested against the intangible fragments of data collected by the counselor in the interview. These tests, of course, should not be used mechanically, since a diagnosis cannot be made *merely* by perceiving high ratings on the various keys of the test.

In the case of young students, interest tests must be used with special discretion, since such students may not yet have developed crystallized patterns of interest.[29] For the competent counselor, however, such tests provide a means of identifying the irrational and unachievable goals of overly ambitious students. They measure a trait which may be as basic in importance to academic and adult adjustment as that measured by aptitude tests.

Clinical experience indicates that some students have one pattern of measured interests which mav be used in a number of

[29] Carter, *op. cit.*, p. 48.

different occupations in a particular field of work.[80] Other individuals may have at least two patterns of interests which often conflict with each other, *e.g.*, scientific and commercial interests. This conflict may lead the student to conclude he is "not good for anything" or that he does not know what he wants to do. The counselor must point out to him that he has valid interest in two fields and that his inability to decide does not mean that he is incompetent in either. The counselor's task then becomes one of suggesting an occupation requiring both patterns of interest. Occasionally we find a student who has no clear-cut pattern whatever and who receives all B−'s or C+'s on the Strong test. Strong believes that many such individuals enter business occupations. Other students with low ratings may possess basic interests in occupations not now covered by the test. In another student with low test rating, the counselor looks for an emotional disturbance which may have prevented him from revealing his true likes and dislikes. In some cases, failure to follow directions in taking the test may be the cause of low ratings. Another possible factor which may lead to ambiguous results on interest tests is low academic ability. Individuals with IQ's below 90 or 95 either do not know how to fill out this blank so as to reveal their true interest pattern or actually do not have a differentiated pattern of interest.

With the above cautions, a counselor may use interest tests to provide a basis for encouraging young people to prepare for a goal which measures of abilities have shown to be achievable, and to reassure them that they will find the work congenial. It is just as necessary to have a measurement of interest as it is to have a measurement of academic ability or any other type of aptitude. We cannot assume, simply because a student *says* that he is interested in becoming a doctor, that he is *actually* interested. Many students who want to be doctors lack the requisite ability; it is equally true that many of them lack the necessary technical interests. Many students who "liked" their high school chemistry course and therefore enrolled in the chemistry course in college, soon discover that they have a layman's interest in science and not a technician's interest. Many such students could have been

[80] J. G. Darley, *Clinical Aspects and Interpretation of the Strong Vocational Interest Blank.* New York. Psychological Corporation, 1941.

diagnosed by means of an interest test and diverted from academic competition of a type uncongenial to their interests. While it is true that such tested interests are not correlated directly with school grades, yet Strong's research shows that measured interests do play a dominant role in job placement, satisfaction, and success. In other words, the interest test does not measure traits related directly to school marks but rather those related to successful and satisfying adjustment on the job itself.

School Grades. Another popular method of analyzing vocational aptitudes, used widely by counselors both in high school and college, is through the use of school grades If a student gets high grades in high school mathematics, physics, and chemistry, he and his counselor assume that he has exhibited aptitude for one of the engineering or chemical professions, possibly even for medicine. This diagnostic interpretation of school grades assumes that a student's performance, and the *significance* of the performance as indicative of aptitudes, have been adequately evaluated on a universal yardstick by the teacher Moreover, aptitude and grades are thought to be perfectly related. But the numerous variables involved in grades are mixed in unknown proportions, making it difficult, if not impossible, to interpret grades as indicators of aptitudes Grades are based also on relative standing within competitive groups and do not measure the performance of the individual in relation to universal standards of performance. For these, and other reasons, teachers' marks should be used only as rough *estimates* of achievement.

Judgments of Adults[81] The common-sense judgments of adults constitute another method used for analyzing vocational aptitudes and interests. Some adults talk with students for a few minutes (or "watch" them for years) and advise them as to aptitudes and desirable occupational choices. Such amateur counselors assume that they are good judges of men and that, as amateur psychologists, they may appropriate to themselves professional prerogatives. Some such adults assume that students not feeble-minded have multipotentiality for vocational success. Sometimes earnestness and honesty are considered to be not only substitutes for ability, but more important than ability. While this common-sense method can be used to identify students *obviously* dis-

[81] See Harold E. Burtt, *Principles of Employment Psychology.* New York: Harper & Brothers, rev. ed., 1942, Chap. XII.

qualified for a type of vocational competition, yet it cannot yield valid measurement of abilities.

Parents' Judgments. Frequently it is the parent who judges the aptitude of the student. Father chooses for the son on the assumption that "father knows best." But the counselor recognizes the prevalence of irrational family pressures such as (1) the idealization of certain jobs, (2) the projection of father's frustrated ambitions, (3) the "inheritance" of choices or family traditions, such as having at least one lawyer in every generation, and (4) the pressure to improve family socioeconomic status through the children. Parents are nearly always prejudiced in favor of their children and assume that, whereas the neighbor's children may have defects, there are none in their own—such defects would cast a reflection upon the parents themselves. Despite all these errors, some parents continue to bring pressure to bear upon children with regard to vocational choices. Although some parents can give to the counselor valuable data, comparable to the teacher's anecdotes, as to the student's work interests, the counselor must use caution in interpreting such data.

Teachers' Judgments. Frequently, students request teachers to judge capabilities for occupations. Usually, the teacher's observations of the student's capacities are restricted to the classroom type of behavior and to the academic-cloister point of view, which factors often result in a tendency to ignore problems of job placement. In many cases the teacher's judgment merely reflects the student's own expressed interests or is colored by personal relationships with that student. In other cases the teacher's judgment suffers from a sentimental belief that, since the student is alert and orderly, he must have aptitude to do what he thinks he wants to do Most teachers have had no special training or skill in diagnosing aptitude. Many of them are as much amateurs in this field as are most parents.

Influence of Other Students Very frequently, students are unduly influenced by the vocational choices of their classmates. This adolescent type of herd-mindedness assumes equipotentiality of aptitude. The point of view that "I am as good as my classmates" exhibits lack of self-understanding and objective self-appraisal. Back of this basis of choice is the student's desire to be respected and well thought of by his associates—to choose less than the highest professional level is to lose face with one's

associates. If his classmates go to college, he says, "I must go to college in order that they will not look down on me."

Character Analysis.[32] Many students believe that one can judge vocational aptitudes, as well as other personality characteristics, by means of so-called character analysis, *i.e.*, by inspecting external anatomical features such as height of forehead, contour of cranium, and profile. Various methods of character reading have been studied experimentally time and time again and found wanting, but they continue to have a very widespread, popular appeal. At best, such systems have chance accuracy and are based upon false notions concerning the function of anatomy in psychology. People do differ with respect to physical make-up, but no serious research has established that these external signs are directly or significantly related to aptitudes or other character traits. For example, there is no proof for the supposed relationship between the jutting chin and the character trait of determination. Such analyses are based upon faculty psychology, which is little more than a reification of verbal symbols The "mind" is thought of as made up of particular divisions corresponding to the names we apply to different character traits. Methods of character analysis are no more accurate than tossing a coin and saying, "Heads, I'm smart; tails, I'm dumb."

Interviews with Successful Men. The technique of interviewing successful men is very widely used as a means of identifying aptitudes. This technique is necessarily based on the assumption that these men have ability to identify aptitudes by talking to students, but many times these interviews result in little more than subjective personal estimates on the part of the men interviewed. Moreover, the information about jobs acquired by the student in such interviews often is unreliable, being based upon personal and local experience only.

Vocational Experiences. Many students try out their aptitudes by work experiences such as summer work or afterschool work. Frequently, this method suffers from the inadequacy of the sampling of various types of jobs. Unfortunately, some jobs may be sampled only after advanced training. For example, in law and medicine at best a student can merely observe the lawyer and doctor in action which does not yield a tryout experience. More-

[32] Burtt, *op. cit.*, Chap. II, "Pseudo-psychology."

over, where tryouts are possible, the evaluation of the diagnostic significance of these vocational tryouts is limited by the errors of the employer's judgment. The fact that one employer thinks the student has no aptitude for a certain job does not give universal validity to that judgment. Sometimes, what little vocational experience a student gets is entirely unrelated to his vocational objectives and choices, being incidental to immediate financial problems rather than to diagnosis of aptitudes. But actual experiences in a job, such as those arranged now by many colleges and some high schools, do yield a better understanding of working conditions, employers' attitudes, and similar important knowledge.

Industrial Trips. Related to the method of vocational tryout is the observational industrial trip which suffers from the limitation of the available types and varieties of businesses and the jobs to be observed. Rural pupils have little opportunity to see a variety of different jobs. Many times the students on these trips look at the job through rose-colored glasses and idealize it, missing the seamy side of the job.

Cooperative Work and School Experiences. Increasing use is made of cooperative relationships between the school and industry whereby a student spends some time actually working on a job under supervision, alternating with periods of related classwork. This method may yield too short a sample and may be restricted to certain types of jobs, again with the employers' variable judgments of the students' qualifications and aptitudes. The method appears to have far more validity with respect to teaching the student what is required for his satisfactory adjustment to a particular job under a particular employer and has less significance as an analysis of aptitude for this type of work in general. Some type of dependable, though tentative, analysis should precede such experiences.

Hobbies. Many counselors depend upon the student's hobbies as a means of analyzing and identifying his aptitudes and interests. If a student has successfully built airplanes or has reconstructed the family automobile, it is assumed that he has mechanical ability and should, therefore, go into engineering. Often, prejudiced observers evaluate the quality of these unstable interests or hobbies. Many hobbies, however, are based upon passing adolescent interests and not upon technical or work interests. Many hobbies exhibit or express interests which cannot

be used vocationally and must be expressed through avocational outlets. For example, students may be interested in art and writing as a part of high school activities, and yet they may not be interested in, or capable of, the more difficult and technical work of a commercial artist or newspaper writer

Vocational Information. One of the most popular methods of analyzing aptitudes is the use of vocational information secured through the reading of books. This technique is based upon the assumption that the student needs to be informed about the job itself in order to determine whether he has any interest in, or aptitudes for, that type of work Sometimes no mention is made of the student's need to *determine* his ability for this type of work except by self-analysis. The student's expression of interests is assumed to be correlated perfectly and positively with ability. Frequently, the student is encouraged to do his own diagnosing of aptitudes and interests. The assumption is made here, as in the case of the observational trip, that the student can identify this congruence by an intuitive process.

Claimed Interests In another method of analyzing aptitudes, the student's claimed or expressed interests are assumed to be based upon aptitude. Hopes and desires for success and conviction of the possession of aptitudes are thought to be evidence of the actual possession of these aptitudes. Each student thinks of himself as having unrestricted freedom of choice and that the entire world is his parish; that all he needs to do is to choose on the basis of interests. This method ignores the variability of aptitudes and the differing standards of competition used by employers in evaluating quality of work. Knowledge of the immaturity of student thinking and judgments, the irrational bases for choice, inadequate experience and observation, wishful thinking, pressure of family and friends, desire for a status of security, and the white-collar illusion should cause a counselor to hesitate to place much credence in this method of analysis No one would undervalue the importance of a student's enthusiasm for a particular type of work as indispensable for success, but one would contend that aptitude in addition to valid interest is required for success. Moreover, interest and aptitude are not directly related to each other. One student may have aptitude with no desire to use it, another have interest with no drive to satisfy it, while

still another may possess interest with no aptitude to use in working for an employer or teacher.

Irrational urges to acquire money or social status often lie behind students' expressed interests. The desire for economic security and for certainty of employment leads to more attention to the variety of jobs *theoretically* open to the student than to the student's own qualifications and aptitudes in relation to the available jobs. High school commencement speakers often induce the conviction that a college education will guarantee a job *regardless of aptitude.* As a result, the student's expressed interests are based many times on this concept of the dollar-earning value of education. Very rarely does the student diagnose his own interests objectively and dispassionately. Generally, he forces himself to simulate an interest in order to achieve certain rewards and goals which he thinks are desirable. At the same time he ignores the question of whether he has qualifications for successful competition in the type of work he is undertaking. *Skillful analysis by qualified counselors is required to determine when these expressed interests are real and when they are imagined.*

SUMMARY

In this chapter, we have described some of the available analytical techniques for use by counselor and student in arriving at a better understanding of the student's personality, background learnings, educational aptitudes, and vocational aptitudes. In the next chapter we shall describe the methods used in interpreting these analytical data for purposes of diagnosis.

Chapter 8. THE ART OF DIAGNOSING[1]

After collecting analytical data, the counselor and the student search for a pattern of consistency in them. Such a pattern may describe and explain the student's characteristics and indicate the possible and desirable treatment, therapy, or counseling which should be carried out by the student and the counselor. Such a diagnosis-pattern may also be defined as a terse summary of problems, their causes, and other significant and relevant characteristics of the student, together with the implications for potential adjustments and maladjustments. The process of searching for such a pattern is called *diagnosing* and differs in personnel work from the corresponding procedure in medicine, where diagnosing refers to the discovery of those physical conditions which cause disease and where it is oriented primarily toward pathological conditions But in counseling, diagnosing is concerned with both normal and problem students. The counselor does not restrict his diagnosing to problem students only. He is equally interested in the normal student whose personality may be stable and favorable. In advising such a student the counselor seeks an understanding of assets, not merely liabilities, in order to anticipate future adjustments. *It is perhaps even more important that normal students be diagnosed than that pathological cases be understood.* To an increasing extent, the major emphasis in personnel work is directed toward the prevention of student problems by means of diagnosing them *before* they cause serious maladjustments. Diagnosing is as necessary in prevention as it is in rehabilitation, and the reader should bear in mind that the term refers to the synthesizing of significant data descriptive of either type of student.

[1] As we pointed out at the beginning of Chap. 5, the term "diagnosing" is used by some personnel workers to include analyzing, synthesizing, and interpreting data about the student. We limit its meaning here to refer to the processes involved in interpreting data.

The making of a diagnosis is a process in logical thinking or the "teasing out," from a mass of relevant and irrelevant facts, of a consistent pattern of meaning and an understanding of the student's assets and liabilities, together with a prognosis or judgment of the significance of this pattern for future adjustments to be made by the student. Strang describes the process thus: [2]

> The good interpreter of case study data has a repertory of sound generalizations and a constructive imagination which enables him, tentatively and with proper reservations, to go beyond the data in reconstructing the total background of the case and in seeing probable cause and effect relationships. Systematically, he first examines the data for accuracy, completeness and relevancy, then formulates the most plausible interpretations; and finally, evaluates these tentative interpretations with the purpose of arriving at a best judgment.

In his book, *Aptitudes and Aptitude Testing*, Bingham uses the term "inferring" to describe the process in logic by which the counselor estimates or judges a student's vocational (and educational) aptitudes from such data as test scores, school grades, and work experiences. In this book, the term "diagnosing" is used in much the same way to cover the discovery of both assets and liabilities in all areas of the student's life. In the case of maladjustments, diagnosing refers to the determination of factors, experiences, or conditions which operate as causes. In the case of normal students, diagnosing refers to the discovery of assets which predict successful and satisfying adjustments in future situations. Not only should the clinical counselor diagnose both normal and problem students, but he must also diagnose in all areas of each student's life since the same pattern of assets and liabilities may have significance for many, if not all, areas.

Diagnosing is the opposite of analyzing in which a piecemeal segmentation of students takes place. In the process of diagnosing, the counselor and the student put the pieces together into a pattern and then describe that pattern with respect to past, present, and future adjustments. Obviously, this synthesizing is not a mere additive process in which segments of personality are piled one upon another. The counselor perceives the dynamic

[2] Ruth Strang, *Counseling Technics in College and Secondary School.* New York: Harper & Brothers, 1937, p. 47.

and multidimensional character of personality and thus seeks an understanding of its unique pattern or individuality [8]

Diagnosing is not performed by the counselor working alone. It is not merely an attempt to observe microscopically the mass of protoplasm called "Student A." Rather, it is a *cooperative undertaking with the student taking major responsibility in the understanding of himself in so far as he is intellectually able and emotionally willing to do so.* Obviously, students differ in the extent to which they need the assistance of adults to achieve self-understanding. But this does not imply that the adult monopolizes the diagnosing. Rather, he seeks to encourage and assist the student to a better self-understanding. But there are many situations in which the student is temporarily unable to think clearly of his own problems. In such cases, the counselor must assume the major responsibility to assist the student to develop a state of readiness and ability to do his own thinking. Indeed, counseling is by its very nature a methodology of assisting those who need such assistance. Without such a need of assistance, in its many different types, there would be no *raison d'être* of counseling.

With the above general principles as a point of departure, we now proceed to a discussion of *the techniques by means of which the counselor arrives at his own interpretation or diagnosis.* The fact that we limit ourselves at first to a discussion of the counselor's role in diagnosing does not imply that he ignores the student. The part played by the student will be discussed in later chapters.

[8] For discussion of diagnosing from the viewpoint of a clinical psychologist, see Edward M. Westburgh, *Introduction to Clinical Psychology* Philadelphia· The Blakiston Company, 1937, Chap 2.

Wendell Johnson, *People in Quandaries* New York Harper & Brothers, 1946, pp 404–410

Robert I. Watson, *Readings in the Clinical Method in Psychology* New York· Harper & Brothers, 1949, Part III, Diagnostic Methods.

M. S. Viteles, "A Dynamic Criterion." *Occupations*, Sec. II, Vol XIV, pp. 963–967, June, 1936.

For a brief sketch of the historical development of clinical psychology see Morris S. Viteles, *Industrial Psychology.* New York: W. W. Norton & Company, Inc., 1932, pp. 34–36.

Incomplete Diagnosing

Many counselors attempt to diagnose on the basis of fragmentary data. For example, an A rating on the Strong test is frequently used as the sole basis for occupational counseling. In some cases, however, an A rating in engineering and a B rating in office work on an interest test, coupled with *low* mathematical aptitude, may be diagnosed as unfavorable qualifications for engineering despite adequate interests. All possible data must be utilized if the diagnosing is to be valid, and both low and high test scores must be synthesized into a pattern, together with other case-history data. In many cases, the most serious error of omission in diagnosing is the failure to collect and to use significant but intangible data regarding the student's attitudes, preferences, ideas, family influences, etc. These data provide indispensable insight into the student's frame of mind

In reviewing case data to arrive at a diagnosis, the counselor seeks evidence of assets and liabilities for different types of adjustments which the student must face now or in the future. Thus we see that the results of the analysis provide bases for inferences that a particular student reveals characteristics similar to other students who were diagnosed as having such and such probabilities for successful adjustment. Because of this similarity of characteristics, the counselor makes a similar diagnosis for this student. An inexperienced counselor will "spot" very few things in a case history. But experience with a few hundred students will enable him to identify more problems as well as more complex patterns of characteristics.

The Clinical versus the Experimental Point of View

Some personnel workers assert that diagnosing must be scientific, that the research or experimental approach is the only valid one. On the contrary, we contend that, while personnel research is necessary for effective analysis, yet diagnosing is not scientific in the sense of laboratory experimentation. Although the counselor must use facts, principles, and generalizations derived from experimentation, he must also use "hunches" (in-

sights, reduced cues, intuitions), and hypotheses unverified as yet by research. Moreover, while indebted to statisticians for valid generalizations derived from analyses of groups, the counselor must be constantly alert in inferring whether these generalizations are *validly applicable* to the particular student being counseled. If such a student does not possess characteristics[4] similar to the group from which the generalization was derived, then it would be a distortion of logic, as well as of science, to diagnose this student on the basis of the group generalization.

The clinician's hunches about a particular student may be equal in validity to any statistical constant *if* the clinician has *first* made a thorough analysis of the case and if he bases his hunch upon truly differential or valid indicators or causes, not upon mere chance concomitants. The clinical tryout of hunches is an indispensable safeguard against quackery in counseling. There is also a *greater probability* that such hunches will be valid if they grow out of, and follow, a thorough analysis superimposed upon the background of the student's case history. This perceiving of the *totality* of the case data and the teasing out of a consistency of meaning, in which relationships and meaning are perceived as hypotheses, occur most frequently in the counseling interview with the student present and fully participating in the self-learning exercise. In such an interview, the counselor must be constantly alert lest his imagination, predilections, and affective relationships with the student give rise to false hunches which, when unchecked, are often assumed to be valid.

In contrasting the clinical and the experimental (statistical) methods of diagnosing conduct, Symonds characterizes the contributions and values of each as follows:[5]

[4] An exposition and defense of such a point of view are contained in Gordon W. Allport, *Personality: A Psychological Interpretation.* He goes beyond this to argue for the self-contained validity of generalizations based upon thorough analysis of one individual who may rightly be a law unto himself. This psychology of individuality is closely akin to the clinical point of view. But one may still insist that individuality may be diagnosed most clearly by projecting the individual upon the background of group norms, without obscuring this uniqueness we call personality. Indeed an individual can be diagnosed only by differentiating him from others.

[5] Percival M. Symonds, *Diagnosing Personality and Conduct.* New York: Appleton-Century-Crofts, Inc., 1931, p. 7.

To the clinical worker we are indebted for techniques which describe the present situation and for promising suggestions and challenging hypotheses regarding the significance of these facts. To the experimentalist we are indebted for the exhaustive, laborious checking-up of these hypotheses and the development of tested and standardized diagnostic devices for measuring them. To the experimentalist we must ultimately look for the accelerated progress in diagnosis which is to give us increased control over human affairs. But in the practical affairs of the world, today clinical workers are doing valuable service with makeshift methods of their own devising.

While agreeing, in part at least, that the experimental methods must be utilized to check the tentative hypotheses and hunches growing out of clinical practice, the author would suggest that the two methods differ in yet another respect.[6] The facts and laws derived by experimentation result from a careful control of *relevant* conditions, but when these laws are utilized in clinical practice, very little such control is possible, and the clinician must know when the conditions of a student's case history *permit* the application of a generalization derived from experimentation. The clinician must make adaptations and modifications of the generalization to particular conditions often not envisaged in the experiment. Application of the results of research, while necessarily inexact, nevertheless may be fairly accurate if the applier is discriminating and well informed about what he is applying. The clinician, therefore, functions both as a discoverer of new hypotheses to be tested experimentally and as a translator of the results of experimentation, with appropriate and necessary modifications and allowances for dissimilarity and specificity of conditions obtaining in his field of application.

We may apply this reasoning to the problem of predicting scholastic success. The counselor needs the following types of data about the criterion to be predicted:

What types and *minimum* amounts of aptitudes are necessary for success, *assuming* willingness to use these aptitudes, skill in their use, and freedom from such distractors as excessive employment and activities, worries and conflicts, and bad morale?

[6] Allport, *op. cit.*, makes an impressive case for the self-contained validity of the analysis of the individual without dependence upon experimental and group validation.

What abilities and interests are *desirable* above the minimum required, and how do the probabilities for success increase with increases in extra qualifications?

What combinations of aptitudes, psychological conditions, curricular resources, etc., are necessary to get maximum prediction?

Most of our statistical studies are based upon the first type of data, but we know that only rarely do we discover an individual whose working conditions even approximate the general conditions of the original investigation. For this reason, the clinical counselor must be extremely careful in applying the results of such studies (resulting from the interaction of many unknowns) to predictions for particular individuals. He must modify the *general* prediction in terms of relevant data known about a particular individual. Then the counselor casts off his role of prognosticator and assumes the function of counselor by assisting the student to create and maintain those psychological and educational conditions which are necessary to the success of the prediction. These dual functions of prognosticator and counselor differentiate personnel workers from research workers

THE CLINICAL METHOD OF DIAGNOSING

This method of diagnosing by patterns of characteristics we shall call the *clinical method.* The assumption is made that this method may be used by workers who make a critical appraisal of all case data, recognize the errors in these data, and try to get behind the raw data to the possible factors making for a particular test score, emotional trait, or evidence of aptitude and interest. In other words, the counselor using the clinical method weighs one datum against another, sifts out legitimate and valid indicators of aptitude and interest, synthesizes all valid data into a composite judgment, makes a tentative diagnosis, outlines possible and desirable counseling or therapy, and later checks for verification. Such a clinical procedure can be accurate only if the supporting case data are checked against each other to eliminate or minimize inaccuracies. Thus it is that tests are used as a supplement to, or refinement of, but not as a substitute for, the clinical judgment. Essentially, clinical diagnoses are grounded upon facts and not upon unsupported impressions. The clinical counselor does not assume the validity

of any case datum but takes a critical attitude toward test data and all other data which may have significance in identifying the student's potentialities.

The Counselor's Procedures in Diagnosing

The process of diagnosing involves three major steps: (1) identifying and describing the problem, (2) discovering the causes, and (3) indicating counseling, treatment, therapy, or other steps designed to aid the student to achieve satisfactory adjustment. These first two steps will be outlined briefly at this point and the third step will be discussed in the next chapter.

Identifying the Problem. In the analysis of the student's characteristics, data are collected which serve as signs or symptoms of problems. In many types of problems, this process of identification is relatively simple, but in all cases it is only partially complete. Unfortunately, the time element and the diminishing relevancy of additional facts force the clinician to seek only the major relevant characteristics in analyzing a student. The collection of a detailed and voluminous case study is not possible, and perhaps not necessary, at the present stage of personnel work. The clinician collects facts about the student until he judges that sufficient relevant facts are at hand to make possible a valid diagnosis. The point at which fact collecting stops is, of course, an arbitrary one dictated only by the counselor's judgment. As he collects these facts, the counselor reviews them to "spot" a recurring theme, a unifying or consistent meaning, a valid diagnosis. When he perceives a diminishing relevancy of new facts, he makes a tentative summary.

However, this arbitrary summing up is subject to revision if the expected diagnosis fails to appear or if a tentative one proves to be invalid, irrelevant, or incomplete. Then the process of collecting facts and identifying characteristics begins over again, either *in toto* or with regard to one undiagnosed part of the student's status.

The clinical counselor learns to anticipate, on the basis of experience with a given type of student population, that certain types of problems appear with great frequency. For this reason, certain standard types of nonemotionalized and nonconfidential data are collected ahead of interviewing to avoid long and tedious

hours of fact collecting. Such data may be collected and recorded on cumulative case-history forms, or they may be collected in the counselor's initial interview. Such data should include items of school grades, records of extracurricular and social activities, family economic status, parents' occupation and education, psychological test scores, and reports from parents, teachers and other counselors. In the interviews which follow the case-history-taking interview, the clinician must use such interviewing methods as will aid the student to recall, verbalize, organize, and evaluate information of a personal and self-reference nature which is somehow or other associated with the nucleus of repressions. In such instances the counselor may not be able to diagnose these causal experiences, *only the student may achieve or experience full insight into the repressed experiences, and sometimes not even he sees fully all the relationships.* Diagnosis in such situations often takes a different form for the counselor, as contrasted with those problem situations which are not confused and complicated by emotional involvements.

Discovering the Causes. After identifying and describing the student's problems, the clinician traces out the factors which have produced the symptoms or characteristics already identified. In doing this, he searches for relationships past, present, or potential. He seeks to understand why the student now finds himself in his present situation and what changes or new situations are likely to appear. He is as much interested and concerned with anticipating the future as he is in explaining how the past produced the present. The counselor's knowledge of the experimental and clinical literature has prepared him to anticipate that certain conditions will be associated with certain symptoms. When he identifies these symptoms in a particular student, he infers the expected cause and then, by further analysis or by questioning, he attempts to verify or reject such diagnoses or inferences. Incidentally, it is an almost certain mark of an amateur counselor to "snatch" at an inference without attempting to verify its relevancy and applicability to a particular student. Its relevancy is often assumed simply because some research study established such a relationship for a group of students, perhaps of totally dissimilar characteristics. For example, years ago some social worker discovered cases of only children who were maladjusted in respect to relationships with their parents. Immediately, many

workers uncritically inferred such a causal relationship for *every* only child. But being an only child does not inevitably produce maladjustment.

In some problem areas, the available clinical and research studies make for relatively easy identification and diagnosis. In other areas, data are so difficult to collect that the counselor often can do little more than guess intelligently. For example, it is not usually difficult to collect sufficient data about a student's financial resources to reach the conclusion (diagnosis) of inadequate provisions for vocational training. On the other hand, if the student has a feeling of social and emotional inferiority associated with lack of money, then the analysis may be more difficult because of the student's reluctance and inability to reveal the causes.

In other problem areas no scientific studies have established any relationships, and the clinician falls back upon hunches and intuition, which is another way of saying that he makes the shrewdest guess possible as to the causes and then checks himself by logic, by the student's reactions, and by the tryout of a program of action based upon the assumed diagnosis. Frequently the clinician arrives at a tentative diagnosis upon the basis of logic alone, that is, the kind of logic of science which results from experience with similar conditions of this type or nature. He reasons that since social timidity usually is associated with some unpleasant emotional experience, probably the timid behavior of the student being interviewed has resulted from such an experience. In such instances the counselor then adjusts his counseling relationships so that the student may feel a lessened tension and, if he desires, he may then begin the therapeutic process of recalling, perceiving, and reintegrating those repressed and conflicting experiences which were associated with, or caused, the sensitiveness, timidity or other symptom of emotional conflict.

It so happens that problems or experiences may have both a cause and an effect status. *Thus it is extremely difficult to discriminate between mere association and causality.* For example, inadequate finances may be caused by the father's unemployment. At the same time this financial status of the student may produce a problem of emotional instability. For this reason, the clinician finds himself diagnosing one problem in terms of another which has a causal relationship to the first one. Likewise, many students

exhibit problems quite different in nature and unrelated causally. It may be that this association of problems merely indicates that our definitions overlap or that our delimitations do not delimit, or it may be that certain basic maladjustments reveal themselves *simultaneously in widely different areas of life.* Whatever the explanation, we know that the clinician may expect to diagnose more than one problem in the usual student's case.

Mention has been made of the difficulty of diagnosing in different problem areas. A further discussion is in order. Problems such as those in the financial area are so common and have been subjected to such universal study (although not always by research methods) as to make diagnosing a relatively simple matter. The vocational, educational, and health areas have also been fairly adequately investigated. Although much additional research is needed before we shall have adequate knowledge of these problems and their causes and treatment, their broad outlines are discernible. Problems in the emotional area, however, are much more difficult to diagnose. This is true, at least in part, because of difficulties in the development of adequate measuring instruments and valid and dependable interviewing techniques by means of which to identify the symptoms and to isolate the causes. Until our knowledge is increased in amount and quality, we shall have to depend upon the suggestive generalizations derived from clinical and psychiatric experiences. Unfortunately, this type of knowledge, in many respects, lacks verification and often partakes of the character of hasty generalizations from isolated cases. As a result, we find ourselves diagnosing problems on the basis of someone's unverified theory that a particular set of symptoms is caused by a particular condition or experience. This type of diagnosing is perhaps the best we can do at the present time, but all clinicians should be aware of the danger of defending a diagnosis merely because it seems reasonable and logical and is consistent with current psychological theory. At the present time, all diagnoses should be tentative until verified.

The Relationship of Diagnosis to Prognosis

In all diagnoses, another element should be noted, namely, the *prognosis.* Actually, diagnosis and prognosis are quite separate steps in clinical work. This separation is especially true where

research and experience have not yet indicated the probable outcome or future adjustment likely to grow out of certain situations In other types of problems, knowledge is adequate for the telescoping of the two steps. For example, research and clinical experiences have revealed that the overwhelming proportion of low-aptitude students fail to succeed in difficult schoolwork. When the clinician sees a low-aptitude score in the case history of a student, he will not state the diagnosis as "low intelligence" Rather, he will say, "too low ability for difficult schoolwork," or, "almost certain failure will result if this student tries to become a doctor as he now desires to do." On the other hand, if the counselor is inexperienced or if he is diagnosing in a problem area in which research and clinical experience are not well advanced, then the steps of diagnosing and prognosticating will be separated as well in verbalization. After the diagnosing, in such cases, the clinician will need to give considerable time to thinking, to reading the literature, and to conferring with associates before making a prognosis.

At no time will seasoned clinicians jump to prognoses, favorable or unfavorable, upon the basis of fragmentary data. They will agree with Westburgh[7] that: "Measured abilities and traits are good or bad, too much or too little, in view of the past experiences of the individual, the motives driving him on, his conditioned reactions and the environment with which he has to cope."

Parenthetically, this necessity for caution should not be used as evidence for the practice of some counselors who disclaim responsibility for diagnosing, prognosticating, and counseling. They conceive it to be their task to assume the role of a passive sounding board lest they influence the student and make him dependent upon them. Of course, all personnel workers want to see students self-propelled, but it is a major *responsibility* to aid the student in seeing that his forward motion is directed toward what the student considers to be an acceptable goal. Therefore, the counselor must explain the implications of diagnosis and prognosis, as an integral part of counseling, in order that the student will have an adequate basis for choosing an achievable goal. This does not mean that the counselor *imposes* a choice or a

[7] Westburgh, *op. cit.*, p. 301.

goal (not even the "right" one) upon the student. Rather, it is the counselor's fundamental role and responsibility to give to the student, if he desires aid, all that will aid him to make his own choice or decision on the basis of facts, prognoses, sympathy, and all the other resources the counselor has at his command that might prove helpful. Having given such aid, the counselor plays a passive, nonparticipating role in decision making, and the student carries on.

To return to the telescoping of diagnosing and prognosticating, the clinician does not approach his task with an uninformed mind or with the universe as the potential field of adjustment for a particular student. He has first secured some notion of the goals the student is seeking to achieve. The diagnosis is then directed to determining the extent to which the student possesses the necessary qualifications to achieve his desired goal, be it vocational, social, financial, or emotional. For example, a student states as his reason for seeking the clinician's assistance, "I can't seem to make friends. Can you tell me why, and what to do?" This corresponds to the patient's "complaint" in medicine and in psychiatry. It is a "felt" problem and is not always the only, or the basic, problem. In a sense, it may be a symptom of the basic problem and not the cause. The counselor, therefore, should seek to aid the student to get insight into the conditions, if any, back of this felt problem. In this diagnosing, as he listens to the student talk, the counselor finds himself evaluating each datum of the condition in terms of its possibilities for impeding or facilitating successful readjustment. That is its significance in prognostication. For instance, bizarre dress and manners are evaluated in terms of the ease with which they may be changed. As facial expression is being evaluated in terms of its causal relationship to the student's problem, the clinician is also evaluating or judging the ease with which a new set of facial habits may be developed. But even more important is the counselor's perception of indications of the student's evaluation or emotional reactions to the facts and experiences he is talking about in his catharsis. Both fact and emotional reaction to the fact have diagnostic and prognostic significance.

Thus we see that the line of demarcation between diagnosing and prognosticating is often infinitesimal in time. But one real distinction between diagnosis and prognosis should be discussed.

Diagnosing is the process of seeking valid explanations and causes of the student's present status, whereas prognosticating is always forward looking. A prognosis is, therefore, a prediction of the probable outcome of the student's attempts to seek his desired goals. This forward looking is not restricted to pessimistic and negativistic predictions of failure. The counselor rather seeks potentialities to be utilized in efforts directed toward achievable goals. Frequently, the counselor does not reveal his interpretation of the unfavorable prognoses to the student. Instead he states and emphasizes the favorable ones so as to "save face" for the student and to avoid undermining his morale, unless there is need for more direct counseling.

Each problem requires its own prognosis. No blanket prognosis can be made since most students have a different status in each problem area. Differential prognoses are as much the marks of a professional counselor as are differential diagnoses and counseling techniques. The counselor considers each problem in its own right, as well as its relationship to every other problem, in all steps in clinical work.

A final word about prognosis—no counselor should fail to make a prognosis simply because of lack of certainty. All sciences and professions make progress only by trying out hypotheses, hunches, and predictions to see if they work and why they fail to be correct. For this reason, every counselor should write into his case notes the specific and detailed prognoses and the conditions under which they will, in his judgment, be true. He should also fully record any indication of the student's expectations and prognostications of his own future adjustments. Through such a step, data will be available for follow-up and evaluation. At the present time, one of the reasons that we have difficulty in counseling is that we have very few records of diagnoses, prognoses, or even counseling recommendations.

Critical Review of Analytical Data

In diagnosing, the counselor does more than merely synthesize case data. For his part in diagnosing he must be critical of all data and alert to discrepancies among data. While reading the case history and inspecting the profile, he may ask such questions as the following.

Why is there a discrepancy between the student's scores on two tests of aptitude? Why is there a discrepancy between the level of academic aptitude, as indicated by a test of intelligence, and the level of achievement, as indicated by grade? Why is there a discrepancy between high school grades and college grades? Is this discrepancy generalized or restricted to science courses? Is the prognosis of success the same for this valedictorian from a large high school with high scholastic standards as for this other one from a small rural school with low scholastic standards? What norms were used in assigning this student a percentile rank of 50? Does this indication of average ability mean that the student is average as compared with all high school seniors, all college freshmen, or the freshmen in a particular college? Is this student, who is average in mathematics as compared with arts college freshmen, still average when compared with engineering freshmen?

Who gave the tests? What training did the examiner have? Were standard directions and time limits used? Was the student "shell-shocked" while taking the test? Had the student been "test broken," *i.e.*, did he know how to take tests? Was he cooperative? Was he motivated to do his best?

Why does the student think he wants to be a doctor? Does he have a fixation on the physician who saved his mother's life? Does he realize that he faces a very difficult curriculum of sciences and mathematics? Does he have a layman's curiosity about medicine, or does he want to dig into the technical phases of medicine? How did he happen to decide on medicine rather than law, selling, insurance, or teaching? When did he decide? Where and what information did he get about the training requirements? What do his parents think about his choice? Does he have financial resources for the required training? What physical handicaps does he have? Is he sensitive about them?

What does he expect to do in his chosen occupation—get wealth, satisfy his parents, or gain professional prestige?

Does he recognize that aptitude and interest alone will not bring success, but that efficient and persistent use of aptitude is required? What evidence can he present of skillful use of aptitude? What evidence can he present that he has aptitude to realize his plans? Does he present as evidence of aptitude the statement, "I am sure I can succeed"?

Is his choice of an occupational field satisfactory but on too high a level of academic and professional competition within that field? Should he transfer his choice from certified public accountant to

bookkeeper and go to a business school, rather than to a college, for job training?

What is his behavior in the interview? Does he insist that the counselor tell him what the tests show he is best fitted for? Does he think there is a perfect occupational niche for everyone? Does he state that he wants to choose an occupational field in which there is no overcrowding?

What is his reaction to the counselor's suggestion that the case data indicate evidence of such and such assets and liabilities? Is he satisfied with his tentative choice of a vocation? Does he return, as did one student, to say, "You suggested I consider the field of journalism, but it doesn't appeal to me. I like to write and get good grades in English themes, but a reporter has to work too hard"?

All these and many other questions must be asked by the counselor, *subvocally*, as he looks over the assembled case data concerning the student before him. In a rapid-fire manner, the counselor must consider and accept or reject certain interpretations and meanings of these case data. Some of these questions and interpretations he tests in the first interview. At other times, the student takes a few weeks to mull over the tentative interpretation, to talk with parents, friends, or other counselors. Frequently the student and the counselor evolve a tentative plan with the suggestion that the problem be set aside for later review and decision when needed additional data, such as grades in tryout courses, or results of work experiences, have been collected. No counselor should expect a clear-cut understanding to result from every interview. Diagnosing is a complicated task and requires many interviews and much case work.

The Representativeness of Analytical Data

For use in diagnosing, case data of all types must possess one most essential characteristic *representativeness*. That is, a datum of any kind must really be characteristic of the student if it is to be usable in achieving an understanding of that student. We turn at this point to an analysis of this most important test of the diagnostic significance of all analytical data.

The introduction of the scientific movement into education has not yet been fully completed. Moreover, it is equally true that counseling has not yet been fully permeated with the im-

plications of the concepts of science. For one thing, certain concepts have not been applied to other than quantitative data The concept of representativeness of sampling is a case in point. It is one thing to determine the representativeness (reliability) of a test score in an analysis of a client's aptitudes. It appears to be quite another thing to determine how typical or representative is a temper tantrum, a social rejection, an antiracial remark, or any other type of behavior. But it is readily apparent that the true diagnostic significance of the latter type of nonquantified case data is as dependent upon the criterion of representativeness as are test scores whose reliability in general is known.

No diagnostic picture of a client can be accurate if it is based upon *atypical* data, either quantitative or nonquantitative. This generalization leads us to a basic question: How do we determine representativeness of case data? The question is readily answered in the case of tests, since it is a well-established convention for test makers to publish reliability coefficients in general. But even in the case of test data, the dictum needs constant repetition that such coefficients are not universal for any and all conditions and groups. Fortunately a second convention is fairly well established, namely, the reluctance of counselors to use tests unless their reliability coefficients are so high as to make their applicability fairly widespread. But even in such cases, counselors tend to follow still a third convention· when in doubt, retest and usually retest before doubt arises.

These three conventions or customs have, in most cases, provided sufficient safeguards so that counselors can proceed to interpret test data with a high degree of confidence in the representativeness, as opposed to capriciousness or other types of atypicality, of analytical case data of the quantitative type.

But such a generalization is far from true in the case of other types of case data. There are no well-established conventions for approximating the typicality of other types of data. But certain attempts have been made, and conventions have been proposed. We shall review briefly some of these methods proposed for the use by counselors. The social worker's principle of verification of case data in social work is aimed at this point of determining how representative a certain datum is concerning a client. Collection and comparison of independently made observations, from a variety of sources, and judgments about a client's depend-

ability as a worker comprise one method of determining reliability of one employer's judgment that a client is "undependable." The assumption behind such a method is that the client's life-style should show itself in true perspective in a variety of situations, and not necessarily in any one situation. Jarvie and Ellingson applied a similar convention, or safeguard, with respect to the interpretation of teachers' anecdotal reports.[8] In their generalization, stress was placed upon avoidance of reaching conclusions, and upon avoidance of reporting only the unusual and out-of-the-ordinary behavior exhibited by the pupil. Again Jarvie and Ellingson were stressing the importance of the representativeness of the sampling of students' behavior as observed by teachers.

Two further illustrations will suffice to make this point clear. First, every counselor must often have been tantalized by his inability to determine whether his student-client's adaptive behavior exhibited in the counseling interview was typical or atypical of that same student's behavior exhibited among associates of his own age and in his own natural habitat. Many a clinician's diagnosis has been built upon the shifting sands of nonrepresentative interview behavior which was adjusted to the standards of decorum which the student recognized, or assumed, were dictated by the counselor It is this nonrepresentative factor which adds significance in the case of college students to the observational reports from dormitory counselors and group workers in student activities. The reports are sometimes more representative because they are more natural sources of student life. They help to round out the observations made in the counseling interview and to balance the samplings from both sources, which sometimes may be validly and reliably representative of different aspects of the same student's adjusting mechanisms.

A second illustration comes also from the counselor's interviewing experiences. Many a client has reported feelings of "depression about everything" in words as generalized as the foregoing. Now without casting doubt upon the truthfulness or significance of these remarks, the counselor can be of little use to the client until the two have first determined an approximation of the representativeness of these reported feelings of depression.

[8] L. L. Jarvie and Mark Ellingson, *A Handbook on the Anecdotal Behavior Journal.* Chicago: University of Chicago Press, 1940.

Instead of accepting such an analytical report as a descriptive sampling of the *whole* of the client's life adjustments, the counselor seeks to help the student to narrow it down to the specific conditions under which the client's report is fully and validly representative of how he feels. In case the questioning and investigation reveal that the client actually does feel depressed about everything under any and all conditions, then the counselor recognizes, tentatively, that he may well have a well-developed pathological condition on his hands. Usually the representativeness is restricted to a particular aspect of the student's life. It is the determination of the specificity of the representativeness—*i.e.*, under what *conditions it is truly representative*—that makes for a valid diagnosis upon the basis of which effective counseling can develop.

Diagnosing in Different Problem Areas

How does the counselor arrive at a diagnosis, for example, on which to advise this or that vocational choice? In some cases the counselor can make no diagnosis and give no advice because of incomplete data, immaturity of attitudes, uncrystallized interests, or emotional conflicts which preclude clear-cut analysis of interests. In such cases, the counselor must postpone the giving of advice. He must not fall into the error of untrained counselors who are reluctant to admit inability to diagnose such cases and sometimes force a diagnosis. In most cases, however, the case data will indicate clearly that certain types of academic competition are inadvisable because of low scores on achievement and aptitude tests, because the student's measured interests are not those characteristic of successful occupational groups, or because of observable or measured attitudinal defects or other unfavorable data. Such data clearly indicate the inadvisability of a particular choice and point the way to a desirable substitute. In other cases the student will possess the necessary aptitudes but not the interests or the personality traits. These factors may appear in many combinations. In occupational orientation the counselor usually points first to the significance of aptitudes in line with the student's expressed vocational choice; he next proceeds to consideration of measured interests. If any of the factors are less than the desirable minimum as indicated by relevant test

norms, then a judgment is made as to the student's probable success despite his handicaps. Such a judgment cannot be explained or justified except in terms of a particular case.

In diagnosing vocational problems, a first step involves determining whether the student has an adequate amount of the aptitudes required to succeed in a training course. If aptitude is sufficient, then interest becomes the differentiating factor among possible curriculums If aptitudes are low, then lack of interests may divert a student from his chosen vocation without injury to morale This is a most important step, since morale and ambition must be preserved if the student is to be successfully and enthusiastically diverted toward an achievable goal. If a student persists in making an unwise choice, then the counselor steps aside with the suggestion of a tryout experience. Continuous follow-up of such students is necessary to guard against loss of morale resulting from failure.

In some cases aptitudes, interests, and personality yield no clear evidence for diagnosis, and attention is directed to less tangible data. Assuming that other qualifications are satisfactory, such marginal factors as the "flavor" of the job: "How do you like the idea?" and the like are evaluated by student and counselor. Although these factors must be considered in every case, they assume special importance where other data fail to suggest the advantage of one occupational field over another.

It should be repeated that in vocational counseling data are reviewed about the student's potentialities, and then these data are compared with the requirements of the student's expressed occupational choice. In this way student and counselor arrive at a diagnosis of aptitude and a judgment as to the wisdom of that choice. *This comparison of potentialities with preferences is an important step in diagnosis.* Following this step, comes the cooperative planning of next steps.

In diagnosing *personality* problems, the student and the counselor look for indications of the basic emotional conflict, habit, or mechanism which produced the symptoms. erratic behavior, irrational beliefs, and attitudes exhibited by the student. These symptoms are not diagnosed but rather identified and described; the counselor seeks to diagnose their underlying causes. He knows, from previous experience with students exhibiting similar symptoms, that some emotional experience has caused the student

to lose conscious control of his observable behavior and that the continuing conflict frequently is not clearly perceived by the student himself. Above all else, the counselor knows that attempting to diagnose by means of these surface symptoms does not lead to a dependable understanding of why they developed. The counselor also knows that merely asking the student why his eye twitches or why he is irritable or easily moved to tears will not lead to an understanding. Many times the cause has been forgotten because it was too unpleasant to remember.

This task of diagnosing emotional problems is often so complicated and calls for such skill that some counselors would do well to refer serious cases directly to a clinical psychologist or a psychiatrist. However, a psychologically trained counselor may develop proficiency in diagnosing such disorders. In particular, problems of worries, timidity, irritability, and social ineptness which have not yet progressed to the stage where the cause has been repressed and the resulting symptoms habituated, should be dealt with by therapeutic methods. If the counselor's efforts at therapy fail to produce a reduction of the maladjustment, then the consultation services of a competent psychiatric diagnostician should be sought.

We turn from these two generalized applications of diagnosing procedures to a review of some of the categories of diagnoses, that is, examples of types of possible diagnoses that can be made in connection with the adjustment problems of students We shall discuss only a very few of the myriad possible diagnoses, some others of which will be contained in later chapters of this book.

The Categories of Diagnoses

Human beings seem to be unable to retain in their consciousness at one time more than a few of the hundreds of facts knowable about themselves or another person. Moreover, not all or even most of these facts are equally significant from the standpoint of understanding the client's behavior at a particular time. It is to be expected, therefore, that the counselor would seek to sift out from among the myriad facts those few which seem to be fundamental, relevant, and significant to the situation in hand. This sifting, classifying, and compressing process we have called *diagnosing*, and the end product we have called a *diagnosis*.

A diagnosis is a structured summary of *significant* case data. It is not a verbal label which is then treated as though it, the verbal label, were real and had an existence apart from the client. Nevertheless, sometimes we paste verbal labels on the client, such as inferiority complex, then proceed to treat it as though it had an existence apart from and outside of the client's behavior. This fallacy of *reification* leads to the permanency of such labels as "stutterer," "awkward," "incompetent," etc. Sometimes we are guilty of what Johnson calls "evaluative labeling":

> . . . our common tendency to evaluate individuals and situations according to the names we apply to them.
>
> . . . We classify largely by naming. Having named something, we tend to evaluate it and so to react to it in terms of the name we have given it. We learn in our culture to evaluate names, or labels, or words, quite independently of the actualities to which they might be applied.[9]

Johnson's concept of the real nature of diagnoses reflects the contemporary emphases in clinical psychology and counseling: [10]

> . . . personal maladjustment is to be diagnosed *descriptively*, in terms of behavior and the conditions that give rise to it or that limit it. The question is not "What type *is* the person?" or "What traits does he *have*?" or "What is the name of his maladjustment?" The important question is, "What does he do, in response to what, where, when, with what effects?" And in answering this question the emphasis is to be put on those features of the behavior, and of the conditions, that are alterable. The individual's problem is to be solved by bringing about changes in his behavior, or in the conditions under which it occurs. It is the chief purpose of the diagnosis to indicate what these changes may be If labels are used at all, they should be used only to the extent that they help in achieving this purpose, to enable the individual to behave more adequately, or to change constructively the conditions under which he lives.

Thus we see that case data are summarized and compressed into diagnostic descriptions of the significant characteristics of a client. In this summarizing, *many available case data will not be used,* although that could not have been anticipated in the analytical procedures. It is only when the diagnostic description is

[9] Johnson, *op cit.*, p. 261.
[10] *Ibid.*, p. 408.

clear that the client and the counselor can perceive which data are relevant and which irrelevant *for the present understanding of the client.* In some cases, at a later period, unused case data may take on new meaning as new diagnoses appear to replace discarded ones.

Testing the Diagnoses. Bordin has proposed three criteria by means of which one may test diagnostic constructs to determine whether they are functionally valid.[11] These criteria are:[12]

1 One of the most important characteristics of such a construct is that it enables the clinician to understand more clearly the significance of the individual's behavior. . . . The degree of understanding fostered by the constructs will be reflected by the comprehensiveness of the predictions which can be made about the individual by assigning him to a class.

2. The more a set of diagnostic constructs vary independently, the closer they are assumed to be to the status of "true" causes and the farther from the status of surface symptoms.

3. The most vital characteristic of a set of diagnostic classifications is that they form the basis for the choice of treatment. . . . Part of the definition of a diagnostic construct should include some statement as to how the condition can be modified, and its validity will depend in good part on whether this prediction can be verified.

The readers should keep in mind these three tests, and those implied in Johnson's definition of diagnosis, in reviewing the following examples. Obviously, limited experiences with clinical data and with counseling treatment will not permit the novice to test either the tests or the examples of diagnoses. These are rather criteria for those who have had some experience in counseling, though not necessarily advanced clinical experience.

Examples of Diagnostic Categories. Bordin suggests five examples of diagnostic constructs which meet the test of his criteria: [13]

1. *Dependence.* . . psychological weaning. . . . The client comes to the counselor for help because he has not learned to solve

[11] Edward S. Bordin, "Diagnosis in Counseling and Psychotherapy." *Educational and Psychological Measurement,* Vol. VI, No. 2, pp. 171–172, 1946.

[12] Johnson, *op cit.,* p 408. See also his emphasis on the alterability of behavior in diagnosing.

[13] Bordin, *op. cit*, pp 175–182.

his own problems. The client is used to playing a passive role. He has been dependent upon his parents or parent-surrogates to solve his problems for him. . . . The counselor will find that this type of client resists accepting responsibility. . . If given the opportunity, he will wear a path to the counselor's door, coming in for help with every decision that faces him how to plan his time, how to find a part-time job, whether to take Psychology this quarter or wait until next? . . . The treatment of individuals presenting this kind of problem would appear to include aid in insight and acceptance of the fact that they do feel inadequate to cope actively and responsibly with their everyday problems

2 *Lack of Information* [These are the cases with insufficient experience to cope with present situations, but they are capable of making their own decisions when they have the necessary facts.] These individuals lack the opportunities to compare themselves with representative groups necessary to accurate judgments about their learning abilities, relative weaknesses or strengths in their background of knowledge. They lack sufficient information about the occupational world to set their sights realistically. Sometimes they lack knowledge of appropriate social behavior, causing them to feel insecure and ineffectual in attempting to achieve social goals. While the counselor should beware of motivated ignorance, he must also recognize that ignorance may also arise as a function of restriction in opportunity to learn. . . . The treatment of such individuals would appear to be quite direct. They should be given information, referred to books or other individuals, and so on. . . .

3 *Self-conflict* The fact that there appears to be sharply differentiated organizations of individuals' behaviors toward themselves as stimulus objects has been receiving renewed and extended attention in the recent psychological literature . . . In addition to such familiar instances of conflict between a self-concept and the ability to behave in a manner consistent with that self, there are instances where two self-concepts come into conflict. . . .

The nondirective treatment process described by Rogers appears to apply most completely and most directly to this type of psychological problem. It can be assumed that individuals presenting problems of self-conflict must be aided to recognize and accept their conflicting feelings before they will be able to arrive at the positive decisions involved in resolving the conflict.

4 *Choice Anxiety.* The nature of the psychological problem represented by the students who came to the writer with their quandary (the nature of military or civilian service in the period of 1941 to

1942) can be represented by an analogy to the experimental neurosis experiments reported by Maier. . . . The analogy to the plight of the students seeking help was striking. These individuals were faced with alternatives, all of which were unpleasant in that all would involve a disruption of their life plans. The student talking to the counselor was fully informed on all of the alternatives open to him. He appeared to be coming to the counselor in the hope that he would be able to find some other alternative that would represent a way out without unpleasant consequences. . . .

The treatment that appears to be indicated for individuals with this type of problem is to enable them to face and accept the fact that they are "in for it." It is here assumed that once the individual has accepted the fact that he is in a situation from which there is no escape without unpleasantness, the psycho-asthenic symptoms will disappear, and the individual will be able to make a decision. It is further assumed that many such individuals will be able to accept this statement of their problem when it is given to them directly after some "talking out" process. . . .

5. *No Problem.* To keep his perspective, the clinician should recognize that, if he works in a widely publicized and widely accepted agency to which individuals have easy access, a considerable proportion of the individuals who seek him out will not present definitely classifiable problems. For the most part, they will be individuals who come to the counselor in the same spirit in which we might visit our doctor once a year for a physical checkup. In other words, they are playing safe. . . . When they have completed testing and have heard an interpretation of them, they will take the initiative very readily and terminate the interview in a short time.

In a more exhaustive and significant experimental study of diagnostic categories, Pepinsky has developed the following categories similar to Bordin's: *lack of assurance, lack of information, lack of skill, dependence, self-conflict.*[14]

But for our present discussion, the above quotations from Bordin will suffice to illustrate the concept of diagnostic categories. The reader should note that Bordin, as is true of many other psychologists, tends to identify diagnosis with emotional maladjustments just as they also tend to restrict counseling to psychother-

[14] Harold B. Pepinsky, "The Selection and Use of Diagnostic Categories in Clinical Counseling." *Applied Psychology Monographs.* Stanford University, Calif.: Stanford University Press, 1948, No. 15.

apy. In contrast, in this book we shall not limit ourselves to emotional problems, nor shall we dismiss other types of problems such as lack of skill or information, as having less significance for either client or counselor. In our counseling experience, we have found that often the complexities of remediation of a reading disability or the making of a vocational choice are probably as complex, from a psychological point of view, as is choice anxiety, even though the former type of adjustment may not be as *exciting* from the research and clinical standpoint as are the psychoneuroses. And the range of the adolescent's developmental problems cannot be narrowed to suit the counselor's interests. Therefore we shall extend the Bordin concept to many nonemotional and nontherapeutic problems.

Self-diagnosis

It should be noted that in certain types of therapy of emotional conflict cases, no diagnosis may be made by the counselor. A case in point is to be found in the nondirective approach in which the client is assisted to achieve his own insight or diagnosis. In many such cases the client does not or is unable to reveal the full details of the cause of his conflict to the counselor. Thus, the counselor may infer the general nature of the cause but not the details In many other systems of counseling in addition to the nondirective, a similar result obtains. Indeed, many psychiatrists confess to remaining ignorant of the "real" nature of the neurosis. Therefore, the counselor should not be distressed, *provided the client really achieves satisfactory adjustment,* when he closes the case with less than a complete diagnostic understanding But for the sake of future studies of the effectiveness of therapy, he should formulate a diagnosis to the best of his ability with the facts made known to him by the client.

In still another type of case, inability to make a diagnosis may result from a general lack of complete understanding of (1) the cause of an adjustment (emotional or otherwise) or (2) insufficient research and experience to perfect effective therapy and counseling techniques. Under such conditions, counselors would be faking if they produced clear-cut diagnoses.

VALIDATING THE DIAGNOSIS

The testing of the validity of diagnoses is a difficult task. This difficulty is similar to that faced by the physician, concerning which Alvarez says: [15]

> The average layman has no conception of the pitfalls which lie in the path of man who would appraise the value of some particular treatment . . . Many is the time that I have received great credit for cures which I know good old Mother Nature had more to do with than I. . . Perhaps the main reason why quackery thrives today is that there are still so many diseases which the scientific physician cannot cure.

If the counselor expects to achieve accuracy of results comparable to those found in laboratory experiments in the physical sciences, he is certain to be disappointed But if he uses, as a criterion of comparison, the accuracy of weather predictions or of jury decisions or even of medical diagnoses, he may expect more favorable results There are those who would go so far as to discredit the personnel movement because personnel workers sometimes make mistakes. Physicians also make mistakes, as witness the following quotation from Harding, but people continue to go to physicians when they are ill.[16]

> I heard Dr. Charles Mayo make a proud boast before a surgical congress in Washington, D C., in 1927 He boasted that the Mayo Clinic had attained the phenomenal record of fifty per cent correct diagnoses. This included, of course, autopsies upon patients who died, but whose ailment the clinic had diagnosed correctly. It is probably a high mark for all time. Certainly few would contend that the snap diagnoses of average general practitioners working alone are right in more than one case out of five

It must be remembered that high accuracy is attained only by a rigid control of conditions. Even the laboratory sciences operate under this limitation. There are no *general* predictions—only

[15] Walter C. Alvarez, "The Emergence of Modern Medicine from Ancient Folkways." *Sigma Xi Quarterly*, Vol. XXIV, pp 136, 139, 140, September, 1936.

[16] T. S Harding, "How Scientific Are Our Doctors?" *Forum*, Vol. LXXXI, p. 348, June, 1929.

those derived from particular variables operating under particular conditions. A paragraph by Guthrie reminds us of this elementary principle of science: [17]

> We [psychologists] cannot record or control all the conditions under which our experiments are made, or record all the details of any sample of behavior. The physicist is less embarrassed by this obstacle He does not concern himself about the recent night-life or the childhood experiences of the bit of metal whose density he is determining, whereas such items of history may lead to very bizarre results in the psychological laboratory. Even with this advantage we find that the physicist tends to flee from reality into a dream world of "ideal" gasses and liquids, because these are the only ones that will obey the laws of physics Boyle's law that in a gas with temperature held constant the product of pressure and volume is constant is not true of any real gas And when the physicist turns engineer and undertakes to predict the behavior of actual things in a real world, he protects himself with safety factors of 600 to 1000 per cent to allow for any shortcomings in his predictions

In any case the professional counselor recognizes the errors of his own work and diligently seeks to reduce the magnitude of these errors by means of evaluation studies and critical inspection of his own case records. Frequently the counselor will discover by post-mortem inspection that he neglected, or missed altogether, certain significant but obscure data about the student Therefore the counselor seeks to improve his effectiveness by means of follow-up inspections of the results of his counseling Such an inspection of the records should produce a commendable caution in the counselor and a reluctance to make a lifetime prediction upon the basis of fragmentary data.

The counselor tests his diagnoses in one of several ways. He first uses the method of logic, *i.e.*, he thinks of an explanation of the student's behavior or an interpretation of his characteristics in terms of possible adjustments. Next he reviews the case data subvocally or by talking with the student to see if the diagnosis is consistent with the essential facts of the case, with the results of relevant research, or with similar student cases. In other words he tests by the *criterion of consistency* or *congruence.*

[17] E. R Guthrie, *The Psychology of Learning* New York Harper & Brothers, 1935, p 10.

In discussing the problem of validating diagnosis by means of the method of congruence, Allport says:[18]

> How does the analyst know? Only because he "feels" that all the information he has obtained through the analysis "clicks" into place with this basic "integrational hypothesis." . . . It is true that in practice the validity of case studies is seldom checked. The assumption is that, given an accumulation of incident, the one true pattern of unity will emerge by sheer virtue of the "systematic relevance" of one incident to another. Thus the case study is tested only by its internal intelligibility, by its self-consistency. Such a test has been called the "logico-meaningful" criterion of integration. Though unsatisfactory to a positivist, to many investigators it appeals as ultimately the soundest method.

A digression is in order at this point. The counselor should not expect students always or readily to agree with his diagnoses of their problems. The student will rightly have his own interpretation, and the counselor must check his interpretation against that. If the counselor finds that his diagnosis is consistent with the case data, then he must justify his findings to the student's satisfaction and understanding. But he cannot expect acceptance on the part of the student unless and until he explains how the evidence lines up in support of the diagnosis. Even then, the diagnosis may be rejected by the student because it runs counter to his own desires and judgment. For example, frequently low-aptitude students remark of a counselor, "Oh, he is no good; he told me to go to a trade school when I wanted to be an engineer." In some such cases, the counselor may not reveal the diagnosis directly to the student if the student is not intellectually or temperamentally ready to think through to the implications for a program of action.

To return to methods of testing validity of diagnoses, the counselor may also try out his diagnosis with other counselors by presenting the case at a staff clinic or by means of written reports. This *checking* with other counselors should prevent the development of stereotyped diagnoses and the tendency to interpret particular data in a patterned way, regardless of the individuality of the case. All counselors have "pet" diagnoses and often jump to hasty conclusions, thus ignoring relevant data

[18] Allport, *op. cit.*, pp. 359–360

which should modify interpretations.[19] This tendency to look for certain standard or stereotyped diagnoses is best curbed by getting another clinician's interpretation.

Perhaps the most effective check on the validity of diagnosis is achieved when the student cooperates enthusiastically in *carrying out* a program of action based upon that diagnosis. This method of checking diagnoses is necessary but complicated in logic and in interpretation of the results. The student must be prepared for the probable results of the tryout and for his probable emotional reactions. He must interpret the results in relation to his original problem.

This last method of checking diagnoses involves an evaluation of the counseling as much as it does of the diagnosis; the two are inseparably related as concerns evaluation. Even if the student did not carry out the program of action skillfully and enthusiastically, the diagnosis might still be valid although without supporting evidence. Many valid diagnoses cannot be validated because of (1) inability to create the optimum conditions in school, home, or community for carrying out the necessary learning program, (2) the fact that the student has become so maladjusted scholastically or emotionally that counseling will not correct the situation, (3) the necessary resources for readjustment not available in the school or in the community. Despite these logical and experimental weaknesses, the counselor's work will be judged effective or ineffective largely in terms of whether it works pragmatically. For this reason, unless the counselor wishes to become a specialized diagnostician, he must devote a considerable portion of his counseling efforts to assisting the student in carrying out the program of action growing out of the diagnosis. This point will be stressed in the next chapter on counseling techniques.

Summary

Diagnosing is allied to personnel research. The analytical data are subjected to scientific scrutiny to determine their significance under specific conditions and in combination with relevant case data. The art of clinical diagnosing is defined as the evaluation

[19] Ralph F. Berdie, "Judgments in Counseling," *Educational and Psychological Measurements*, Vol. IV, pp. 35–55, 1944.

and interpretation of the meaning and prognostic significance of data. The development of skill in such clinical work calls for apprentice training under supervision rather than training simply by reading textbooks and listening to lectures. One can get the clinical "feel" for case data and for student cases only by clinical practice.

By way of summary, we may say that the use of the clinical method of diagnosing in the hands of trained personnel workers will make an effective contribution to the adjustment of youth. Counseling will increase in usefulness only as its techniques of diagnosis increase in accuracy and as workers become more skill-ful in the clinical use of these techniques.

Chapter 9. TECHNIQUES OF COUNSELING

Counseling is that part of personnel work in which a counselor helps the client to marshal his own resources, the resources of an institution and of the community, to assist the client to achieve the optimum adjustment of which he is capable. The term "counseling" is used in many different contexts to denote *several different types of relationships and services* involving counselee and counselor. In this book, the term covers first of all a relationship which might be referred to as guided learning toward self-understanding. For example, in vocational guidance the counselee learns about his own capabilities and interests and also about the types of training and adult work opportunities that are available to a person of his kind. Second, counseling covers certain kinds of *reeducation* or relearnings which the individual desires and needs as means to his life adjustments and personal objectives. For example, a counselee may seek aid in learning more effective reading habits or study habits for more effective adjustments in classroom learning. Another student may desire information, encouragement, and assistance in learning more effective techniques of working and living cooperatively and harmoniously with his fellow students in his dormitory or in a student activity enterprise such as the conducting of a campaign to collect clothes and food for destitute students in Poland or Germany. Third, counseling may involve the counselor's personalized assistance to the counselee in understanding and becoming skilled in the application of principles and techniques of general semantics to his daily living. That is, he may desire and need aid in learning to recognize the cause and effect relationships that have produced conflict and unhappiness in his relationships with students from other racial and religious origins.

In the fourth instance, the term is used to cover a repertoire of techniques and relationships which are therapeutic or curative in

their effects. That is, in Freudian terms, such counseling techniques are effective in aiding the counselee to experience catharsis, the achieving of deep perception of repressed and emotionalized experiences, and the release or alleviation of disruptive emotions and the elimination of substitute symptoms. In this fourth example, counseling is said to end when insight is achieved, and the individual then takes over the task of regulating his own life, now that his life forces are once more under his control.[1]

In a fifth type of counseling, some form of reeducation does follow therapeutically induced catharsis. Bryngelson refers to this sequence of catharsis-reeducation in general semantics as follows: [2]

> General semanticists usually find it necessary to do much talking themselves and then find difficulty in getting the patient to behave according to altered evaluations.
>
> I am of the opinion that there is a need for a prelude of adjustment in the individual before the hopes and ideals of general semantics can be more easily obtained and consummated in practical living. . . . In short a certain degree of "emotional" maturity might be considered a prerequisite for an adequate mastery and application of the principles of General Semantics

It will be evident from subsequent discussions that these five types of counseling have much in common and possess unique features as well. The first two, and in certain respects also the third type, are related to adjustments and problems faced by clients in the practical affairs of daily living. The last two are

[1] For the counselor who wishes to read more widely in this field, Kenneth E. Appel presents a critical and descriptive review of a number of methods or schools of psychotherapy in "Psychiatric Therapy," Chap 34 in *Personality and the Behavior Disorders* J. McV. Hunt, editor. New York: The Ronald Press Company, 1944. The following systems will be of interest to the counselor Meyer's Psychobiology; Riggs's Reeducation; Riggs's Explanatory Therapy; Interpretative Therapy, Bibliotherapy, Personality Study, Psychoanalysis Appel also reviews methods used with children including: Authoritative Approaches; Environmental Manipulation; Social Interpretation, Release Therapy, Play Therapy, and Relationship Therapy See also "Treatment as an Aspect of the Clinical Method: A Review," Robert I Watson, *Readings in the Clinical Method in Psychology.* New York Harper & Brothers, 1949, pp. 674 718

[2] Bryng Bryngelson, "A Prelude to General Semantics." *Southern Speech Journal,* Vol. XI, No. 4, March, 1944.

used in cases of emotional conflicts, repressions, and other maladjustments which produce conversion symptoms and other results. In real life, there are of course numerous interrelationships and combinations of the five types of counseling But in this present chapter we shall stress in our general review and discussion especially those techniques which are used in the first three types of counseling.

Applying "Cause and Effect" to Human Behavior—A Concept of Counseling

Increasingly, the term "self-understanding" is unfortunately restricted to the therapists' term "insight," a word which refers to the client's perception of the interrelationships between his emotional or affective disturbances and his symptoms or behavior disturbances. Once he has achieved that insight, his affective conflicts and disturbances clear up and his symptoms disappear—or so the theory goes. Self-understanding as insight, therefore, is restricted in current psychological literature to the affective type of conflict or maladjustment. But, increasingly, we see another and equally important meaning in the term, *viz.*, a deep understanding of the results of applying the cause-effect concept of relationship to all aspects of behavior, not solely to the affective type. While it is true that affect and self-evaluation accompany all forms of behavior, yet it is not equally clear that all man's difficulties and maladjustments are restricted solely to conflicts of emotions, to repressions and similar phenomena. For example, it is a readily observed practice in schools to identify the student who fails his course work in mathematics because he chose or was advised into the wrong kind of mathematics instruction—wrong in the sense that he had insufficient preparation, too little interest and too little aptitude for that type and level of instruction. The result is often failure to learn the required minimum of mathematics and is often followed by the development of emotional or affective conflicts and sensitive reactions, if not more serious repressions. In such cases, therapeutic techniques produce catharsis leading to insight of the cause of affective disturbances in the individual's reactions to the complicated mathematics failure experience—all of this may prove to be effective in clearing up the affect—but it leaves one unsatis-

fied with regard to the individual. He has not yet necessarily learned a *generalized technique* of perceiving cause and effect in his life adjustments. That is, in the counselor's terminology, he has not yet learned that diagnosis of one's aptitude and interests *before* selecting instructional experiences (or work experiences, etc.), by means of certain *valid* methods, is a general methodology which has possibilities for aiding him to avoid many potential maladjusting situations. Thus counseling is a general method of helping the client to increase the probabilities of achieving satisfying adjustment, not merely a method of preventing maladjustments through the avoidance of affectively sensitive experiences

To turn to another instance, industry has learned that the use of certain analytical and diagnostic techniques prior to job placement produces increased job satisfaction and work efficiency. And the schools have experimented with the use of similar diagnostic devices prior to instruction. But in counseling we seem to think too frequently that diagnostic use of tests of aptitude and interests are appropriate only at the time of choosing among alternatives of work or instruction. In this book, it is our contention that the diagnostic phase of personnel work is useful in a wider and far more significant way. It can be used in the counseling phase of personnel work to help the individual to learn a generalized method of adjusting to life situations. The client can be aided to understand and perfect methods of applying the diagnostic step to all situations. He can understand it as a method of discovering relevant facts about himself in relation to the situation in which he presently finds himself and in relation to the selection of the alternative "way out" of a situation, the way which has the greatest probabilities of leading to the desired subsequent life adjustments.

To continue, it is not only at the time of the adolescent's choice of an occupation that he needs to see the logic of cause and effect applied to himself. It is not only when he is unsuccessful in school or work that he needs to learn how to diagnose the cause of his aptitudes or interests. It is not only when he finds himself in an affective state of "upset" that he needs to think, to apply the scientific method of cause and effect to himself. Rather does he need to learn to think in cause and effect categories about *all* his problems and adjustments—not merely about his

emotional disturbances. Counseling is, therefore, a *generalized method of learning to deal with all kinds of situations.* Cause and effect operate in all areas of life and, therefore, the client needs to learn the methods of analysis, diagnosis, prognosis, counseling, and follow-up with respect to all phases of life. Thus we see that the counseling methodology, with certain adaptations appropriate to differences in the nature of situations, is applicable throughout life The tendency to restrict counseling to insight therapy does not exhaust its rich possibilities as a general method of problem solving.

Accordingly, throughout this book we have not restricted ourselves to counseling as therapy. But we have attempted to perfect many adaptations of the methodology of counseling to all the major types and phases of the adolescent's life adjustments With respect to reading difficulties, choice of a career, choice of friends, choice of work, failure in mathematics. and many others, the counselor aids students to formulate searching questions, to assemble relevant data, and to test these data for valid answers In general, our adaptation of general counseling methods will center around the use of the personal interview situation to aid the individual to formulate and answer the following questions about himself:

How did I get this way—what factors caused this behavior?

What will *probably* be the future developments if this present situation continues?

What alternative actions or modifications could be produced and by what means?

How can I effectively upset the above predictions? How can I produce desirable changes in my behavior?

Without minimizing the importance of counseling as therapy or as anything else, we are here concerned that counseling shall be seen *also* as a generalized method of life adjustments Our reason for this position is clear—the client's future adjustments. It is a magnificent contribution to his life to aid him in gaining present-day insight into his emotional conflict, in dissipating his repressions and releasing his dammed-up emotional energies. But it is even more of a counseling contribution to aid him in so conducting his future adjustments that a minimum of maladaptive repressions recur. In the field of evaluations and emotions, gen-

eral semantics may prove to be an effective method of avoiding maladjustments through applying scientific methods of adjustments to life situations. But we are equally concerned with evolving counseling methods that will be useful to the client throughout his life in his adjustment to work, play, and home—and with methods that do more than prevent ego involvements or affect from becoming repressed. As Johnson says, we want the client to learn to ask questions about himself—questions that can be answered—and to learn methods of finding valid and relevant evidence that help produce valid and relevant answers to his questions. And these questions must *not* be restricted to that part of his life which the therapist seems to feel at present is the sole or chief scene of irrational thinking. Man can become maladjusted by using the wrong evidence to answer the right question about his choice of work as well as about his affective evaluation of his work. As Johnson contends:[3] "After all, personal adjustment is basically a matter of problem-solving. The one clearly effective method of problem-solving that the race has so far developed is the scientific method."

Bordin seems to indicate, as do numerous other psychologically oriented counselors, that maladjustments are largely, or most importantly, exemplified by the affective type of problem situation.[4] He sought for basic, underlying, emotional situations as though these were the only *real* substance of counseling problems. Problems involving lack of information about a student's vocational aptitudes and interests and about work opportunities, he feels can be counseled by means of the following.[5] "The treatment of such individuals would appear to be quite direct. They should be given information, referred to books or other individuals, and so on. . . ." With regard to another type of problem classified by Bordin as "no problem," he says:[6] "For the most part they will be individuals who come to the counselor in the same spirit in which we might visit our doctor once a year for a physical checkup. In other words, they are playing safe. . . .

[3] Wendell Johnson, *People in Quandaries.* New York. Harper & Brothers, 1946, p. 379.

[4] E. S. Bordin, "Diagnosis in Counseling and Psychotherapy." *Educational and Psychological Measurement,* Vol. VI, pp. 169–184, 1946.

[5] *Ibid.,* p. 178.

[6] *Ibid.,* p. 182

Other than furnishing the occasion, the counselor, if he realizes it, does not need to play any role in the process."

Such a point of view seems to imply that nonaffective situations and problems are so simple that the counseling methods to be used are also very simple. Probably, what is meant is that the appropriate techniques are not therapeutic or curative in nature and are not so interesting to the psychologically oriented counselor. In contrast, it is our contention that we should devote as much time to this type of case as is necessary to make certain that the students get not only a confirmation of their choices or information about opportunities, but also a basic understanding of, and skill in using, the methods of analysis, diagnosis, and counseling. We contend that students may thus become prepared to solve their adjustment situations *before* they become so involved with self-conflicts and evaluations that deep and complicated therapy is needed. Probably, most counselors who are experienced in vocational guidance and other nontherapy types of counseling, as well as in counseling as therapy, would agree to this broadened concept of counseling.

General Categories of Counseling Techniques

Counseling techniques may be classified under five general categories: (1) forcing conformity, (2) changing the environment, (3) selecting the appropriate environment, (4) learning needed skills, and (5) changing attitudes. These five classes of techniques are found in all problem areas and *not merely in the field of emotional difficulties.* This classification should serve as a general framework for our discussion.

The first class of techniques includes those designed to force the individual to conform to this environment. A student may be high-pressured by parent, teacher, or counselor into the selection of a vocational choice, even though such a choice may not be congruent with aptitudes and interests. Even if the choice is appropriate to aptitudes, forcing conformity is ill-advised.

But conformity is a very common practice in our culture. Students may be forced to conform in dress and speech to the group's mores. Teachers may force students to learn assigned materials even though such learning is basically distasteful and inappropriate to them. Administrators may compel students

to enroll in required courses even though such courses are inappropriate to their needs, interests, and aptitudes. Counseling which involves this type of technique assumes that the standard mode of behavior is appropriate to *every* individual. Such a concept is the antithesis of the doctrine of individual differences; but to a large extent this conformity is the *modus operandi* of educational practice.

The *second class of techniques involves attempts* to change those parts of the student's environment which cause difficulties, actual or potential. In the case of an emotional problem arising from conflicts between parent and student, the counselor may actually attempt to change the parent's attitude toward his child or assist the child to transfer out of the home environment If a student is failing his course work because of an emotional conflict with his teacher, then the counselor may advise a change of teachers. These techniques are used to manipulate or change the environment so that it may be made more appropriate to the immediate needs and status of the individual. Obviously such readjustments of the environment must be made from time to time for all students

The third class of techniques is closely related to the second, and involves aiding the client to select from his environment those phases which are most appropriate to his personality These techniques are used by the counselor when he advises the student in the selection of an appropriate vocational and educational goal. They are also used when the counselor assists the student in selecting those types of social and recreational experiences which will facilitate personality development. The point is that the environment is not changed, but certain parts are blacked out.

The fourth class of techniques involves assisting the client to overcome those deficiencies which produced his difficulty. This may involve tutorial or other remedial instruction for a student who is failing in a particular course but who has the necessary potentialities. *A student failing because of reading disabilities* may be given special drill and assistance. A student whose social skills and background are deficient may be assisted to acquire these skills through participating in extracurricular and social activities. Students with inadequate financial resources may be assisted to secure part-time employment to meet the necessary school expenses.

The fifth class of counseling techniques involves bringing about changes in the individual's attitudes in such a manner as to facilitate a harmonious balance between his needs and the demands of the environment But this does not mean that his attitudes must necessarily conform to the group norm. In certain cases the counselor should assist the student to develop compensatory or rationalizing attitudes A low-aptitude student who aspires to achieve above his potentialities is assisted to become reconciled and satisfied with a more reasonable achievement. An individual with serious physical disabilities is assisted to become desensitized to those difficulties. The student whose parents cannot be persuaded to cease dominating and restricting him in an undesirable manner is aided to "get over" his emotional reactions He is encouraged to slough off his adolescent reactions and develop an emotional balance which makes it unnecessary for him to overreact to his parents. In other words, he no longer feels that he must "save face" by carrying his share of the family quarrel. He rises above it. In a sense, the use of this type of technique may assist the student to learn to develop mild rationalizations, to become desensitized to a phase of his environment which cannot be changed Counselors should be cautious in using such techniques unless they understand the student's emotional make-up and are adept at handling emotional problems.

These five classes of counseling techniques provide the framework within which we may discuss ways of handling different types of student problems. In the rest of this chapter we are concerned with an outline of general techniques, without regard to their classification, and with the relationship between counseling and other phases of clinical work.

Following the diagnosing of the student's characteristics, the counseling interview is the point at which all the personal resources of the counselor and those of the educational institution and community are coordinated in an effort to assist the student to utilize his assets to achieve optimum success and satisfaction. This is a task which can be performed effectively only if the counselor is in rapport with the student and has extensive and valid information about both the student and the institutional environment in which he must achieve orientation and adjustment

The personal interview is obviously the most effective means of discharging this counseling function.

Discreteness versus Selective Appropriateness of Techniques

In a penetrating and clarifying analysis of current issues in counseling, but with special emphasis on counseling as therapy, Bordin suggests that there are three major issues facing those who seek to understand present-day counseling.[7]

1. The desirable amount of responsibility for self-made decisions and choices to be exercised by the counselee
2. The amount of attention given to the client's attitudes and feelings by the counselor, that is the counselor's attention to "content" as opposed to "attitudes" expressed by the counselee
3. The nature of the counselor's response to the client's attitudes: e g, "intellectualized" reasoning-out of problems as opposed to stimulation of the client "to further and deeper expression of his attitude, through accepting and clarifying responses."

If one thinks of counseling as dominantly or exclusively psychotherapy which deals with conflicts in attitudes, self-valuations, emotional attachments, etc., then Bordin's issues are probably adequate for an understanding of the dynamic development of counseling. But if one includes within counseling certain other types of problems, such as learning how to weigh evidence to choose an occupational goal which may all be further complicated by or accompanied by emotional problems, then one needs to add other issues pertaining to counseling as more than therapy. For example,

4 The effective use of information about the student's attitudes and interests to the end that he learns *methods* of choosing and decision-making as opposed to discovering or forging a "solution" to his immediate problem
5. The nature of techniques which effectively aid the student to learn attitudes toward and techniques of playing and working with students of other races, religions, political beliefs and economic-cultural backgrounds. For example, to what extent are desired results

[7] Edward S. Bordin, "Counseling Points of View- Nondirective and Others" See E. G Williamson, editor, *Trends in Student Personnel Work.* Minneapolis· University of Minnesota Press, 1949, pp 120–129.

achieved by means of class discussions on the cultural anthropology of races, a "sermon" on "brotherhood"; a homeroom unit on "human relations", or what—as compared with individualized counseling which weaves information about such matters into assistance to the client in acquiring deep insight into his attitudes and evaluations; or in opposition to catharsis followed by no attempts at "reeducation" by the counselor

Other issues are cited and analyzed in other chapters. The essential point here is to emphasize again that, in our opinion, counseling should be broadly conceived to include techniques that are not dominantly therapeutic in nature and also to include problems which are not exclusively or even dominantly emotional or evaluational in content. We recognize, as we have pointed out repeatedly, that all aspects of human adjustments have emotional components. The essential issue is

6 Is the counselor to confine himself to the emotional components —to therapy, or is counseling to be broadened to include other types of problems? Or, is the ego involvement in adjustments the *basic* component of adjustment?

In line with the author's point of view, the counselor should be prepared to assist the student to solve, choose, master, learn, and deal with situations and problems of a wide variety. In terms of the center head of this section, this means that counseling is or is not a number of things. For example,

7. Counseling is not confined to evaluational and conflict types of adjustments

8 Counseling includes *personalized assistance* to students concerning a wide variety of *transitional, situational,* and *developmental* problems and assistance

9. Counseling embraces techniques of encouragement; information-giving relevant to problems; "teaching" methods of problem-solving; relationship therapy, other types of catharsis-therapy, personalized remediation of classroom, home and group learning needs, and others

In place of counseling as a discreet body of therapeutic techniques, counseling thus conceived may be thought of as embracing a wide variety of specific techniques, from which repertoire the effective counselor selects, *for his part in counseling,* those which are relevant and appropriate to the nature of the

client's problem and to other features of the situation.[8] *This is not an eclectic concept of counseling*, that is, the separate parts are not fused and interwoven into a unitary concept. The analogy of the musician's repertoire of musical selections is more accurate than that of an eclectic fusion. It should be noted that it is not assumed that all counselors will be equally adept in the use of all counseling techniques. It is rather assumed that an inappropriate technique will not be chosen for use and that specialists more adept in the indicated appropriate technique will be brought into the counseling situation through referral, consultation, or other means.

Specificity of Techniques

Many personnel workers speak and write of techniques of counseling, failing to see clearly that there are no standard techniques in either diagnosing or counseling. Each technique is applicable only to particular problems and particular students. There are no general techniques but rather particularized procedures to be used *only* if the student has a problem for which those procedures are appropriate. For example, techniques for building up morale are not used with problems of spelling deficiency unless the two problems are present (causally or concomitantly) in the same student. Techniques are specific to different problems and to different students. The effective counselor avoids stereotyped and indiscriminate counseling. Rather, the counselor adapts his specific techniques to the individuality and problem pattern of the student, making the necessary modifications to produce the desired result for a particular student. For purposes of exposition and training, we speak of general and of standard techniques, but, in clinical practice, flexibility, adaptation, and modification are characteristic of the counselor's application of general procedures to a particular student. As Strang[9] says:

[8] It should be noted that F. C. Thorne has advocated and outlined a similar repertoire concept but restricted to and within the field of therapy. See articles in the *Journal of Clinical Psychology*, Vol. I, pp. 68-79, 179-190, 261-266, 371-383; Vol. III, 75-84, 168-179, 277-286, 356-364; Vol IV, 70-82, 178-188.

[9] Ruth Strang, *Behavior and Background of Students in College and Secondary School* New York. Harper & Brothers, 1937, p 1.

Student personnel work can never become monotonous because every problem requires a fresh approach. Cases are never exact duplicates of one another. It therefore is impossible, even if it were desirable, to give the personnel worker a formula or prescription for dealing successfully with student problems It is possible, however, for him to acquire a background which will enable him to deal more successfully with individual problems as they arise.

Moreover, the counselor recognizes that dependable evidence is lacking which would establish a particular technique as a *certain* producer of a desirable adjustment Rather, the counselor has knowledge of certain techniques which produced effective results in a similar case; therefore, he tries them out with appropriate modifications. If they prove to be ineffective, he suggests something else and continues this trial and rejection until he finds something which "clicks" with the student. The novice in counseling is reluctant to use this shifting attack upon a problem and sometimes attempts to force adjustment with a particular technique because the textbook said it worked for other students. But counseling is still in the trial-and-error stage of treatment, and the counselor must be resourceful, as well as skillful and deft, in his attempts to rehabilitate a particular student.

Inducing Motivation through Counseling

Before the techniques used by a counselor to assist the student with his problems are discussed, two general objectives of personnel work should be restated· (1) The counselor assists the student to achieve *optimum* success and satisfaction. For example, the student's educational, vocational, and social goals should be of such a nature as to offer opportunity for him to utilize his optimum potentialities, not merely to avoid failure or the absence of maladjustment. (2) The counselor assists the student to choose goals which will *yield maximum satisfaction* within the limits of those compromises necessitated by uncontrolled and uncontrollable factors in the individual and in society itself.[10]

[10] In large part, this concept has been borrowed from industrial psychology See M S Viteles, *Industrial Psychology* New York. W. W. Norton & Company, 1932, pp 113–141

E K. Strong, "Aptitude versus Attitudes in Vocational Guidance" *Journal of Applied Psychology*, Vol XVIII, pp. 501–515, August, 1934.

Effective counseling will result in immediate or delayed adjustments (successes) which are both personally satisfying and socially satisfactory. Obviously, the extent to which a student derives emotional satisfaction or provides adequate expression to his basic emotions or drives will produce proportional facilitation of further efforts along the same lines. Although this reciprocal relationship between interests and effort is a necessary condition for adjustment or success, yet the satisfaction of interests is a valid objective[11] per se. This second objective of personnel work is of such importance that further discussion and emphasis are necessary.

Crawford and Clement have stated this principle of the importance of interests in vocational guidance as follows (apparently the same principle operates in other areas of adjustment):[12] The objective of guidance is to help the student

. . . determine upon a type of activity which will capitalize his *talent*, in an occupation which, as judged by the similarity of his interests to those of others successful therein, he will find *congenial*.

Work which combines these advantages for the individual should stimulate and interest him so that his day-to-day activities will seem worth doing *for their own sake* and not merely as a necessity for subsistence. Employment which, on the other hand, does not tap a reservoir of interest is likely to prove neither satisfying in itself, nor a medium of successful accomplishment in any sense.

Not only will interests largely determine the amount of personal satisfaction to be derived from a career but, through their influence upon the efforts expended therein, they may also directly affect the possibilities of success.[13]

Too many such decisions neglect the significance of avocational interest or of other considerations outside of the strictly vocational field but important to one's whole development Congenial associates, opportunities for profitable and stimulating pursuits in one's leisure time, social contacts, a love of music or of sports, may have much to do

[11] See W. V. Bingham's definition of interest in *Aptitudes and Aptitude Testing*. New York: Harper & Brothers, 1937, pp 62 63. Also Douglas Fryer, *Measurement of Interests* Appendixes I and II. New York: Henry Holt and Company, Inc , 1931, pp. 443 463.

[12] Albert Beecher Crawford and Stuart Holmes Clement, *The Choice of an Occupation*. New Haven, Conn., Yale University Press, 1932, p. 29

[13] *Ibid.*, p. 17.

with an individual's all-around adjustment and, therefore, his occupational effectiveness. It is well for him to weigh their significance for his particular nature.[14]

In an effort to facilitate the acquiring of this satisfaction, personnel workers attempt to orient the student toward goals consonant with potentialities. For the same reason, the counselor gives much attention to helping the student learn and understand why, and in what ways, the suggested goals will yield those satisfactions which the student desires. Unless the student understands and accepts this explanation, he will make only half-hearted efforts and will derive minimum satisfaction from his efforts. Thus we see that this type of rapport in counseling is as indispensable, although often ignored both in practice and writing, as is the other type of rapport involved in diagnosing.

Counseling and Diagnosing

After having made a diagnosis of the student's problems, what does the counselor do next? What does he advise or recommend? What is the treatment he uses? Does he restrict counseling to what can be done in the interview? The answers to these questions involve a discussion of the relationship of counseling to other procedures in personnel work. Analyzing and diagnosing are all preparatory procedures designed to provide a dependable understanding of the pupil's assets and liabilities in order that a program of action may be planned and carried out Such a program must be congruent with potentialities and designed to alleviate maladjustments and to utilize assets to the optimum. This program must be acceptable, intellectually and emotionally, to the student. Obviously, counseling cannot be effective if it is based upon a false understanding of a student's characteristics. For example, only further maladjustment can result if counseling is predicated upon a false diagnosis of high aptitude, emotional balance, patterns of basic interests, desire to achieve a particular goal, or any other important characteristics. That some counseling is predicated upon the assumption that a dependable diagnosis, preparatory to counseling, can be made within the con-

[14] *Ibid*, p. 7.

fines of a short interview is self-evident[15] It should be obvious that giving advice to students can be of little value unless that advice is based upon a dependable understanding of what each student needs and can carry out effectively. For this reason, counseling, to be effective, must be based upon personalized diagnoses, not upon the assumption that certain kinds of advice are good for *all* students A doctor who gave the same kind of pills to all patients, regardless of their ills and without individual diagnoses, simply because the medical journals said that these were good pills and that all doctors should use them, would soon be charged with malpractice. An analogous situation all too frequently obtains in counseling.

Procedures in Counseling

Assuming that a dependable diagnosis has been made, what does the counselor do to utilize this information in assisting the student to achieve optimum adjustment and maximum satisfaction? In answering this question, we may discuss the techniques used in the interview and those involving action outside the interview. Both types of techniques are equally necessary for effective counseling.

Techniques of counseling may be classified under five headings: (1) establishing rapport, (2) cultivating self-understanding, (3) advising or planning a program of action, (4) carrying out the plan, and (5) referring the student to another personnel worker for additional assistance. In the interview the counselor assists the student to become oriented. This means helping the student to understand his own assets and liabilities, the causes of his present problems, and the steps necessary to correct these difficulties and to avoid future ones. Only then do counselor and student take the necessary steps to carry out the plan of action upon which they have agreed as feasible and desirable.

[15] The popular method of basing counseling upon the results of self-diagnosis by students, without critical review by a counselor, is not effective counseling. The student's opinion of his own assets and liabilities is a necessary datum but not a substitute for diagnosis by a competent counselor. Moreover, collecting these opinions on an unstandardized questionnaire can scarcely be accepted as a means of improving their validity Self-analysis is self-analysis whether it is recorded verbally or by use of graphite and ink

ESTABLISHING RAPPORT

The effectiveness of the counseling interview depends in large measure upon the degree of rapport established and maintained between the counselor and the student This is a varying relationship, and there are no general rules which will fit *all* situations The following suggestions must be adapted and used in terms of the kind of student being counseled

Needless to say, the counselor must have a deserved reputation for competence, kindliness, respect for the student's individuality, and the keeping of confidences, or the student will not cooperate. In some cases, the student's faith in the effectiveness of the counselor may be cultivated by certain procedures in handling the student which tend, legitimately, to build up the status of the counselor. Where facilities are available, the counselor should have an outer office where the student is met by a receptionist, and a special office where preliminary testing and interviewing are done by a clerical staff Such personalized and preliminary steps not only provide necessary data for the counselor's diagnosing but will also, unless the student is emotionally disturbed or entirely negativistic, put him at ease and convince him that the counselor is seriously attempting to individualize his counseling This will tend to facilitate interviewing in that the student will not feel compelled to hold back information or attempt to "slip something over" on the counselor.

When the student is finally ushered into the private office, the first thing to do is to put him at ease by greeting him cordially *by name*, shaking hands, and avoiding any semblance of impatience or ill humor The counselor should maintain an atmosphere of absorption in the student's welfare and avoid giving the impression that he is a busy man and must hurry through this case and get on to the next. The important factor in establishing rapport is the personal touch which the counselor gives to the interview, the feeling of personal understanding which he inspires.

With many students, the counselor should open the conversation casually, avoiding embarrassing pauses and guiding it to topics related to what he has learned (from data collected beforehand) are special interests, hobbies, or other unembarrassing

features of the student's life. Bringing the conversation to familiar ground in this manner will enable the student to "get started," while the counselor, by sympathetic listening and by remarks indicating interest, can lead the student to feel that he is his friend and has more than a casual interest in him. But at no time should the counselor discard his professional relation. His relation to the student should be "a happy medium between domination and aloofness."[16] The counselor must remain personal in his manner and impersonal in his interest in the student.

With other students the gentle treatment just suggested may not be effective at all. What is necesary is a flexibility of techniques. The counselor may need to try several approaches in rapid succession before he hits upon one which "clicks" with the student's personality. Often a direct and frank, or even brusque, approach is more effective. As Strang says:[17]

> Too much emphasis, perhaps, has been put on the indirect approach. When a student asks a personnel worker a direct question, he usually has the right to expect a straightforward answer When a student comes to a counselor with a definite problem on his mind, he is not likely to be favorably impressed by what seems to him an irrelevant preliminary discussion. The approach, it must be reiterated, varies with each interview, but in general the frank, rather than the subtle, approach is favored by experts.

As the interview progresses the counselor follows up leads in order to maintain rapport. In this connection Symonds and Jackson[18] suggest:

> Be on the watch during the interview for any sign of emotion, particularly blushing, nervousness, or hesitation in answering, or any symptom that indicates an arousal of emotion, because that point in the situation is a sensitive spot that needs to be probed further This cannot be done directly, but it may be approached in a roundabout way, just as a dentist when he hits a sensitive spot in working upon a decayed tooth carefully avoids that spot but cleans out all around without touching the sensitive spot again.

[16] Strang, *op cit.*, p 49

[17] Ruth Strang, *Counseling Technics in College and Secondary School* New York· Harper & Brothers, 1937, pp 66–67

[18] Percival M. Symonds and Claude E Jackson, *Measurement of the Personality Adjustments of High School Pupils.* New York Teachers College, Columbia University, 1935, p 79.

A most important caution needs to be given concerning rapport. Here again Strang[19] has summarized it very well: "Rapport cannot be evaluated in terms of the confidences disclosed. If a student has been frank and not glad of it, good rapport has not been established. He should not be tricked into giving confidences. From the therapeutic standpoint, it is unwise to allow the student to tell his story if good rapport has not been obtained."

Symonds has written a very helpful article, with illustrations of effective and ineffective techniques. He summarizes his points thus:[20]

> An interview should have meaning for both interviewer and interviewee. The subject in the interview should know where he is, who the interviewer is, and exactly the purpose of the interview. Plan to hold the first interview on irrelevant matters Rapport is hastened by doing things together A successful interviewer is relaxed. Learn whatever possible about the person before the interview, particularly the favorable things. Treat the person being interviewed with respect and make him feel his importance to you Genuine praise is an important factor in building rapport. The interviewer should identify himself as completely as possible with the subject, at the beginning of an interview. A successful interviewer is sympathetic. Each interviewer brings to an interview his own emotional habit patterns—and he should beware lest he meet sallies on the part of the subject with defensive reactions of his own.
>
> Good questions are those which do not require yes or no for an answer, invite a child to talk freely, do not suggest the answer. The successful interviewer does not repeat what the other person has said, does not place values on what the subject says, does not generalize, is not annoyed at pauses in the interview, follows leads, particularly those involving personal relationships, and does not do all the thinking.

Cultivating Self-understanding

In the counseling interview, not necessarily separated in time from the diagnostic interview, the counselor assists the student to understand himself, advises what to do, or helps to plan the next steps. This plan must be predicated upon, and consistent

[19] Strang, *op. cit*, p 67

[20] Percival M. Symonds, "Securing Rapport in Interviewing." *Teachers College Record,* Vol. XXXIX, p 722, May, 1938.

with, the student's self-understanding and must also offer the greatest probabilities of yielding optimum adjustment and satisfaction.

To be effective, counseling must be based upon an enlightened understanding *by the student* of his own assets and liabilities and of the implications of the diagnosis. In other words, the student must understand just where he is weak and in what things he is strong He must also *want* to carry out a program of action (educational, vocational, emotional, or social) which will utilize assets and minimize or overcome liabilities *The effective counselor is one who helps the student to want to utilize his assets in ways which will yield success and satisfaction* He can do this only if he is *en rapport* with the student. In this sense the counselor himself functions as an incentive to produce student motivation. He hopes thus to induce a strong urge or drive to utilize assets and to overcome liabilities, sometimes through changing objectives, sometimes by becoming desensitized to emotional problems and conflicts.

In cultivating the student's enlightened self-understanding, the counselor must translate the technical facts made available by analysis into the student's own language He must avoid technical terms such as percentile ranks, coefficients of correlation, and critical scores, unless these terms are defined in the student's own language. On the other hand, translating into the student's language should not be carried to the point of causing the student to conclude that both he and the counselor are in the same state of ignorance of the student's assets and liabilities. Consequently, the counselor must maintain an attitude and bearing indicative of his professional background, which gives him an advantage over the student in interpreting the case data.

It is often a questionable procedure for the counselor to show the student his test profile Even if percentile ranks are defined and test scores are interpreted, there is still serious danger that the student will remember only his low scores and may conclude that he has "failed" a test if his percentile rank is 50 Few students are able to understand the difference between percentiles and the customary marking system involving 60 as "passing" The tendency to be sensitive about low scores is too prevalent to risk the danger that the student will remember only his low scores Frequently, the counselor will not even mention such

low scores especially if there are indications of sensitivity. For these and other reasons, the counselor would do well to interpret test and other data verbally

When interviewing a student, the counselor should not sit with the profile and tests in front of him and study them. He should look *at the student.* Otherwise he is apt to lose rapport with the student and to make him feel more like a "case" than an individual Students remember the intimate data which they have written in the testing room, but the counselor should not make them too aware of it. The counselor should familiarize himself with the case data before the interview takes place and then ask questions based on that preliminary inspection, watch the student and his reactions, and direct the conversation accordingly.

In interpreting and translating the diagnosis and in explaining the evidence leading to that diagnosis, the counselor must make certain, as he proceeds, that the student is following him in the marshaling of the evidence leading to that diagnosis. The counselor proceeds no more rapidly in his explanation than the student can follow. The counselor does not enumerate in detail all the steps in his own diagnosing nor does he touch upon all the evidence. He telescopes his own thinking, marshaling only that evidence which appears to be relevant to that diagnosis and to the desirable programs of action. This means that he mentions facts which point to, or from which he infers, his diagnosis and mentions, for purposes of persuasion, those liabilities which rule out certain lines of action.

Advising or Planning a Program of Action

The counselor must begin his advising at the point of the student's understanding, *i.e.*, he must begin marshaling, orally, the evidence for and against the student's claimed educational or vocational choice and social or emotional habits, practices, and attitudes. The counselor uses the student's own point of view, attitudes, and goals as a point of reference or departure. He then lists those phases of the diagnosis which are favorable to that point of reference and those which are unfavorable. Then he balances them, or sums up the evidence for and against, and explains why he advises the student to shift goals, to change

social habits, or to retain the present ones. The counselor always tells what a relevant set of facts means, *i.e.*, their implications for the student's adjustment. In other words, he always explains why he advises the student to do this or that, and he does the explaining as he orally summarizes the evidence. If in this way the student's confidence in the counselor's integrity, friendliness, and competency has been secured, the student should be ready to discuss the evidence and to work out cooperatively a plan of action. He should be in this state of readiness because he, too, has been reviewing, rejecting, and accepting the evidence for and against different programs of action as the counselor presented the data.

Obviously, this readiness to understand and to take the desirable steps implied in the diagnosis often cannot be achieved by the student within the limits of a single interview. Especially is this true for students who have emotionalized ideas of their own aptitudes and who may be in a state of emotional conflict Indeed, if a student with a problem of choosing an occupation still hesitates to make a choice after the counselor has interpreted the case data, then the counselor may suspect that emotional blockings are at the base of the vocational problem. These conflicts must then be cleared up before the student can be counseled effectively regarding his choice of an occupation. In this type of case, occurring quite frequently, mental hygiene counseling must precede or be integrated with other types of counseling. In still another type of case, helping the student to choose an occupation may clear up or prevent emotional problems. Thus we see that at all times the counselor must be alert to the possible reciprocal relationships among different types of maladjustments.

Ordinarily the counselor states his point of view with *definiteness*, attempting through *exposition* to enlighten the student. If the student shows unwillingness to accept the implications of the facts or is unable to think of desirable next steps, a useful technique is to tell him to think it over for a week and to return later for further discussion. The case is continued, and the student is urged not to lose contact with the counselor. If there appear to be equally desirable alternative actions, the counselor says so frankly, adopting the attitude of *working with* the student in

solving the problem. He avoids a dogmatic position and reveals to the student an attitude of bringing knowledge, experience, and judgment to the student's assistance

On the other hand, the counselor does not at any time appear indecisive to the extent of permitting loss of confidence in the validity of his information. He maintains a varied and running discussion of the case data, constantly shifting his exposition and illustrations in terms of the student's verbal and facial reactions during the interview. In this way, the counselor seeks to arrive *cooperatively* at an interpretation of data and a program of training which will strike fire in the student's imagination and will result in a desire to achieve a goal which will be of lasting satisfaction because it is consonant with potentialities.

In the counseling interview, the counselor must not take advantage of the state of suggestibility exhibited by many students. Because of the prestige of the counselor, because of the concern of the student that he avoid further difficulties, and because of blind faith in tests as infallible guarantees of success, many students are prone to accept the counselor's advice without critical review of the evidence But the counselor desires that the student choose a program of action which will lead to self-propelled activity toward an achievable goal. He must be venturesome in diagnosing and advising but at the same time sensitive to the limitations inherent in his techniques and prognoses. He is fully aware of the many possible and uncontrollable factors which can upset his predictions, even when his diagnoses are correct.

This state of suggestibility in the student is a necessary factor in maintaining rapport, but it must not be misused. Rather, the counselor seeks to induce an experimental attitude in the student, a willingness to try out the counselor's suggestions and his own ideas. Usually the counselor states quite frankly that his advice consists largely of activities to be tried out by the student, that there is no single "right" thing to do, only general suggestions to be tried out by each student and to be evaluated after the tryout. Advice is tentative and subject to revision as contradictory evidence is collected. Frequently, the counselor urges the student to try out a program of action suggested by the student even though that program may be inconsistent with the diagnosis.

But, of course, the effective counselor follows up the student to assist in evaluating the tryout.

Thus we see that counseling calls for resourcefulness in helping the student to think of things to be done, actions which are appropriate to the individuality of the student. It is no easy task to achieve that *balance between definiteness and open-mindedness* which produces a richness of appropriate and possible next steps for the particular student to evaluate. For this and many other reasons, each student must be counseled according to a new set of procedures which are appropriate to his unique potentialities Standard procedures are merely resources to be modified and adapted to the individual. The very essence of counseling is that the program of action shall be appropriate to the individuality of the student.

Frequent mention is made in the literature of personnel work of the dangers inherent in giving positive advice to students. Many workers contend that the counselor merely presents information which the student uses in arriving at a decision It is, of course, true that the student must become self-reliant and must assist himself, but many students are not able to see the implications of the information presented by the counselor. To try to force a student to diagnose his own difficulties unaided by an adult, to understand his own psychology, and to see clearly the necessary steps he must take is to make him attempt a task which is often beyond the capacity of the immature student. Moreover, many students are unwilling as well as unable to understand themselves. In such cases, the counselor must *begin* the process of stimulating and assisting the student to solve his own problems There is as much danger of error in being passive with all students as in being dominating. *The effective counselor is one who adapts his techniques of advising to the personality of the student.* No general rule is applicable to all students. *The essence of counseling is to do that which needs to be done to assist the student sitting on the other side of the desk.*

At the present time it is the mode for counselors to pontificate that "no counselor should decide for a student." This is, of course, a *half*-truth and is often used as an excuse for giving no assistance whatever A similar lack of understanding of pupil psychology is exhibited by those progressive teachers who fear to

remain in the same room with pupils lest "freedom be infringed upon." Dewey has protested against this abuse and lack of understanding of the essential role of the teacher in the learning process.[21]

Having reviewed the evidence in arriving at his diagnosis, *i e.*, having made a concise summary of assets and liabilities or of outstanding characteristics, the counselor is ready to advise *with* the student as to a program of action consistent with, and growing out of, the diagnosis For convenience, we may summarize methods of advising under the headings, *direct, persuasive,* and *explanatory* All presuppose that adequate analysis and diagnosis have been made and that the student has been prepared for advice by means of the interviewing techniques discussed in the immediately preceding paragraphs. These methods of advising are all parts of the counseling interview and precede the action which takes place outside of the interview. With regard to all three methods, it must be emphasized that the effective counselor is he who is alert to the student's reactions and consequently adapts and modifies his actions in terms of the student's personality. Mechanical and arbitrary use of standard techniques is not counseling The timing of techniques is the mark of an effective counselor. Moreover, it must be emphasized that the counselor's own personality plays a most significant part in counseling. If that personality is such as to prevent rapport, then all techniques will prove ineffective

Direct Advising In the direct method of advising the counselor frankly states his own opinion regarding the most satisfactory choice, action, or program to be made and followed out by the student This method is usually used when students are tough-minded and insist upon a frank opinion. The counselor is also direct with students who persist with an activity or a choice which the counselor has reason to believe will lead to serious failure and loss of morale. In such a situation, however, the counselor maintains a sense of *his relationship as an adviser and not a dictator* He says frankly that it is his opinion that a certain choice or action would be unwise and gives his reasons Moreover, he states what he considers to be the probable outcome of the choice considered by the student. When counseling a timid

[21] See *The New York Times*, Mar. 6, 1938, Education Section, p. 5.

student unable to decide upon any program of action, the counselor may *gently* urge a particular action in order to relieve the student of further worry so that they may together turn to the basic problem of emotional conflicts.

Persuasive Method. The second method of counseling is the persuasive. This is appropriate when the case data indicate quite definitely that one choice is to be preferred over all alternatives. The counselor, therefore, marshals the evidence in such a reasonable and logical manner that the student is able to anticipate clearly the probable outcomes of alternative actions. The counselor seeks to persuade the student to *understand* the implications of the diagnosis and the outcomes of the possible or alternative next steps. He does not dominate the student's choosing This is not doing the student's thinking for him but rather urging him to look before he leaps.

Explanatory Method. The third method of advising is the explanatory method. In using this method, the counselor gives more time to explaining the significance of diagnostic data and to pointing out possible situations in which the student's potentialities will prove useful. *This is, by all odds, the most complete and satisfactory method of counseling,* but it requires many interviews. With regard to vocational problems the counselor explains the implications of the diagnosis and the probable outcome of each choice considered by the student. He phrases his explanation in this manner:

As far as I can tell from this evidence of aptitude, your chances of getting into the medical school are poor, but your possibilities in business seem to be much more promising These are the reasons for my conclusions. You have done consistently failing work in zoology and chemistry. You do not have the pattern of interests characteristic of successful doctors which probably indicates you would not find the practice of medicine congenial. On the other hand, you do have an excellent grasp of mathematics, good general ability, and the interests of an accountant. These facts seem to me to argue for your selection of accountancy as an occupation. Suppose you think about these facts and my suggestion, talk to your father about my suggestion, see Professor Blank who teaches accounting, and return next Tuesday at 10 o'clock to tell me what conclusion you have reached. I urge that you weigh the evidence pro and con for your choice.

A fairly brief discussion of the general techniques which are being used with emotional and educational problems may serve as illustrations of some of these techniques of advising. In the case of students with emotional problems, the counselor may be dealing with a very complex type of maladjustment of long and intense development These maladjustments may be identified by the methods to be described in other chapters. With regard to mild emotional problems, a student may recover balance and may shift attitudes if given a sympathetic opportunity to explain why and where he acquired them, if he actually knows. The counselor must be patient and slow-talking in order to establish the necessary rapport and confidence for advising in this type of problem. Usually, only under such circumstances will the student reveal the causes and the volcanic pressure of an unknown complex or uncontrollable social habits. Many times, merely changing the physical and social environment, with or without the above therapy, may relieve pressure and cause the sloughing off of undesirable habits and attitudes. Some of these emotional problems arise as a result of an intense desire to overcompensate for some inadequacy by getting social status in school and activities The counselor's function is to reveal to the student his own psychological make-up and to suggest the relationship between experiences and emotional disturbances For mild disturbances this type of therapy is sufficient. More serious problems require the expanded services of a trained psychiatrist or psychologist.

If a student is perplexed as to the proper curriculums to choose, the counselor suggests ones which call for qualifications consonant with the abilities of the student. For example, if he finds that a student has only the minimum academic ability required in junior high school work, he suggests that the student complete his general education on that level and then turn to other types of vocational training. He explains to the student the meaning of his academic aptitude in terms of the competition to be faced in higher levels, saying that the student will have more chances for successful competition if he turns to a *new type* rather than a higher level of education.

With regard to vocational plans the counselor constantly keeps in mind the requirements of training for a vocation, *i e.*, he cannot

divorce educational guidance from vocational guidance. For every vocational choice made, he understands that the student must also exhibit potentialities for getting the training required by society and by the profession itself. Thus the distinction between vocational and educational guidance is seen to be purely artificial. It breaks down when a counselor faces a student With regard to vocational plans, the counselor attempts to discover whether the student exhibits the characteristics necessary for success in the student's chosen profession or occupation and the academic aptitude required for training for that occupation. He also has in mind what vocational interests are necessary or desirable. Therefore, if a student has superior ability in mathematics, good academic intelligence, and a satisfactory pattern of interests, the counselor may suggest to him that he seek his vocational success in engineering, teaching mathematics, statistics, accounting, chemistry, or chemical engineering. The counselor's function is to suggest possible occupations commensurate with the student's aptitudes The student may then choose the one which appeals to him Then he and the counselor discuss the problems of where to get training, what finances are needed, and related problems.

Carrying out the Plan

The counselor is often able to assist the student directly, and referral is unnecessary The established rapport permits the counselor to make suggestions which could not be made by a stranger or by someone who had not carried the student through the diagnosis and the accompanying explanation. The counselor's training and experience determine what types of direct assistance he may provide If he is technically trained in remedial reading, he may provide such assistance to students diagnosed as in need of this type of counseling. If he is experienced and informed about vocational aptitudes and occupational information, he may assist the student in the making of a choice and the appropriate plan of training Each counselor must become trained in the handling of one or more types of problems, but few can handle more than a few types. The trained counselor knows when he has reached the limit of his technical competency

and usefulness, and he utilizes other resources in dealing with problems beyond his competency.

Referral to Other Personnel Workers

The need for using other personnel resources is equally true of both counseling and diagnosing. For this reason, the counselor should seek assistance from other counselors for check diagnoses and for a review of his counseling suggestions The beginning counselor will attempt to counsel all types of students because he fails to recognize his own limitations and the bewildering complexities of some problems. As he becomes more adequately trained through actual case experience, he will discover that he naturally "clicks" with some students and not with others This tendency for counselors to specialize should be encouraged in so far as it is an outgrowth of the development of a style of counseling congruent with the counselor's personality and competency. It is a healthy state of affairs if it results from genuine inventiveness and the desire to achieve maximum effectiveness. But mere imitation of other counselors leads to mechanical diagnosing and counseling. All procedures and techniques must be used in a manner compatible with the counselor's personality, otherwise the student may be alienated and the results be negative When the counselor recognizes the need for assistance in diagnosing and advising, he refers the student to specialized sources for information and assistance which the counselor cannot provide For example, no counselor can be adequately informed about all occupations, employment opportunities, speech correction, and emotional maladjustments. Other specialized personnel workers must be called upon in assisting students to alleviate problems diagnosed, or at least identified, by the counselor

Frequently the most appropriate advice given by a counselor is that the student see another counselor for assistance in understanding his problems. The referral technique may thus be used by the counselor at any point in his interviewing of the student. Since the same individuals are often used for both types of referral (for assistance with both diagnosing and counseling), it is necessary that the counselor designate in an accompanying letter or in a telephone conversation, what specific assistance the student needs.

A number of these special agencies to be used in referring students are listed below, classified by general types of problem areas [22]

Financial Problems Employment bureaus (school, Federal, and state) and faculty, for assistance in getting part-time jobs during school, summer employment, and permanent jobs after leaving or graduating from school

Deans, faculty, and others, for special scholarships and loans A letter of recommendation, specific in nature, constitutes an important part of the referral

Vocational Problems. Special collections of books and magazines in the library concerning current vocational information

Members of the faculty, community leaders, business and professional men, for vocational information

Faculty members, to review the student's vocational qualifications, as diagnosed by the counselor

Staff clinics (in the clinical type of guidance organization), to review the counselor's diagnosis and recommendations

Special courses in group guidance dealing with occupational information and problems of how to secure employment

Special vocational conferences sponsored by school or college in cooperation with service clubs, *e g.*, Kiwanis and Rotary

Registration in school and college courses as a tryout diagnosis of aptitude, *e g ,* drawing and art courses to determine art ability

Educational Problems Registration advisers, principal or dean, faculty advisers, for information about courses of study and required prerequisites

"How to Study" courses, for specialized assistance in developing effective study habits

Faculty members, for special assistance or for recommendation of tutors in deficient subjects

Faculty advisers, for explanation of relationships of specific subjects to preparation for student's vocational goal

Teachers, administrators, parents, and fraternity president, for college students, for information about student's study habits, scholastic motivation, and achievement

Registrar or principal, for official transcript of student's grades

[22] Adapted from an analysis of 2,053 cases of university students See E G Williamson and E. S Bordin, "An Analytical Description of Student Counseling" *Educational and Psychological Measurement,* Vol I, No 4, pp 351–352, 1941

Deans or principal, for permission to arrange a special sequence of subjects more in line with the student's needs, aptitudes, and interests than is the standard required sequence

Psychologist, for special diagnosis of reading disabilities and for remedial training

Parents, for assistance in getting students to select courses in line with aptitude

Social-personal-emotional Problems Deans, principals, and others, for information about disciplinary action

Supervisors and deans, and student presidents in charge of extra-curricular activities, for assistance in getting the student into activities in line with his avocational and vocational interests and for giving the student opportunity to develop satisfying social adjustment, relationships, and skills

Interviews by the counselor with parents to get cooperation in rehabilitating students with emotional and social problems

Psychologist and psychiatrist, for specialized treatment of serious emotional conflicts

Parents for assistance in changing student's environment through transfer to a more appropriate school; and for changing the psychological conditions in the home which have led to conflicts between the student and his parents

Speech clinic for specialized diagnosis of speech disabilities and for remedial training

Health Problems School or family physician or college health service, for treatment of illnesses or physical deficiencies, excessive fatigue, etc

State Department of Rehabilitation, for financial assistance and for aid in getting permanent employment

Parents, for assistance in getting students to maintain health by diet, adequate rest, etc

Instructors in physical education, for special corrective exercises for posture, muscular disability, etc

Supervisor of physical education or intramural athletics, for introduction to recreational sports

SUMMARY

In this chapter we have outlined the interviewing procedures sed by the counselor in preparing the student for the programs f action growing out of the diagnosis. We have also outlined he steps and techniques in the counseling procedure. These echniques must be based upon a dependable diagnosis of the

student's individuality. This understanding is not achieved through the prevalent method of uncritical self-analysis by the student or by a cursory interview with an untrained counselor. Without dependable diagnosis, the program of action developed by the student and the counselor as a means of achieving adjustment may be inappropriate to his needs The counselor's techniques include those used in the interview, cultivating self-understanding, advising or planning a program of action, carrying out the program, and referring the student to other personnel workers.

Chapter 10. THE COUNSELOR'S PSYCHOLOGICAL BACKGROUND

Since much of personnel work is psychological in nature, it may prove helpful to search the literature of psychology and other fields of knowledge for certain facts and principles relevant to the task of the counselor Such a psychological background will give the counselor a point of view and much of the information needed in both diagnosing and counseling. For example, the statement by a student that he wants to become a doctor immediately recalls to the psychologically trained counselor that successful medical workers occupy a position high in the hierarchy of occupations, and that high intelligence is necessary to a career in medicine The counselor immediately begins to scrutinize the student's qualifications for such a "high" occupation. The facts of the occupational intelligence hierarchy "condition" the counselor's procedures in diagnosing and counseling the student The more a counselor has immersed himself in knowledge of the psychological and economic nature of occupations and in empirical and statistical data on required abilities, the richer will be his associations regarding the possible meanings, implications, and recommendations when confronted by a student and his test profile and case data.

The facts and principles to be discussed briefly in the following pages constitute the intellectual background of the counselor. He should have so immersed himself in the results of psychological research and theory that he is able to aid the student to watch for certain signs or symptoms of adjustment and maladjustment. He should acquire the habit of looking behind the surface of facts or characteristics His reading and experience have taught him that certain situations or conditions are sometimes indicators of particular problems, actual or potential. He has acquired a suspicion of popular causes of malad-

justments. His psychological training has induced a conviction that the logic and methodology of science (when properly applied) are more likely to yield dependable understanding than are the methods of character analysis and so-called common sense. Lastly, his clinical and experimental training has taught him that psychological laws hold true only for specified and restricted conditions and that the student must synthesize case data to infer correctly whether the conditions are sufficiently identical with those from which laws were derived to warrant application to the present situation. Thus the clinical counselor approaches his task with information, points of view, and skills which differentiate him from the untrained teacher-counselor and from the general counselor. An understanding of this background will provide an explanation of how the trained counselor functions. It will also suggest the desirable type of training for counselors, not in terms of formal requirements of hours and credits in graduate work, but in terms of the content of such courses of study

These important facts and principles will be discussed under five major headings· (1) science and personnel work; (2) unscientific methods of diagnosing, (3) understanding the world of work; (4) neglected factors in educational counseling; and (5) language as technique in counseling.

Science and Personnel Work

Measuring Human Characteristics. Counselors accept the yardstick as a more accurate method of measuring height than the technique of estimating or comparison with the variable but venerable "King's forearm" But the measurement of mental characteristics by psychological tests is still viewed with suspicion by many persons, scientists as well as laymen. Such individuals prefer to estimate intelligence, for example, by the interview and conversation method, rather than by the psychological test method.

The arguments of Thorndike should have settled the case for measurement in 1921, but shades of doubt still seem to persist. As Thorndike[1] concludes. "Whatever exists, exists in some

[1] Edward L. Thorndike, "Measurement in Education." *Teachers College Record,* Vol. 22, p. 379, November, 1921.

amount To measure it is simply to know its varying amounts. . . . If any virtue is worth seeking, we shall seek it more eagerly the more we know and measure it. It does not dignify man to make a mystery of him."

Allport[2] has summarized this measurement point of view as follows:

Personality is so complex a thing that every legitimate method must be employed in its study. Excluded only are those fallacious ways that science has long since learned to avoid: hearsay, prejudiced observation, impressive coincidence, the overweighted single instance, old wives' tales, question-begging inductions and deductions, and the like. Such methods are used by charlatan characterologies (astrology, numerology, palmistry, and cranioscopy) as well as in uncritical everyday discourse They lead nowhere. But apart from these, there are a great many *legitimate* methods of studying personality, each with a proper place in the armamentarium of the psychologist.

The basic method in psychology is the same as that employed by common sense, viz, *observation* of a datum, coupled with *interpretation* of its significance. The only difference is that psychology ordinarily follows the lead of the older sciences and makes use of ingenious and controlled techniques for securing observations normally not available to the layman, and in interpretation psychology is hedged in with various rules of evidence and logic which do not bind the layman or artist.

These principles of measurement may be applied to the testing method. Despite the apparent foolishness of paper and pencil tests of mental traits (some of them do look to be easy enough for every normal person to answer them correctly), the test of their validity is to be found not in a superficial inspection but in an empirical and statistical trial. The intelligence tests, the scholastic-achievement tests, and the special-abilities tests (*e.g*, clerical aptitude and mechanical abilities), when put to this statistical test, have proved their value for yielding dependable diagnoses Although tests in the personality field have not yet been subjected to as careful experimental tryout, yet the results thus far justify the conclusion that the test method will prove to be adaptable to the measurement of many elusive but important personality traits.

[2] G W Allport, *Personality. A Psychological Interpretation.* New York Henry Holt and Company, Inc., 1937, p 369

The counselor approaches the task of diagnosing a student's problem with an understanding of the voluminous record of scientific attempts to apply measurement techniques to human characteristics. He knows that this methodology is more dependable than mere impressions and estimates, and he is convinced that the measurement method, when used with safeguards for its weaknesses and limitations, will yield dependable bases for diagnosing. Without such an attitude, the client and the counselor will be unable to differentiate between dependable facts and vague impressions. With this point of view, they will seek verification of impressions rather than depend upon mere unsupported assumptions of validity. The counselor in particular will be suspicious of mere verbalizations as dependable evidence of validity. Operating upon Thorndike's theorem, the counselor will recognize the difference between measurement by means of a dependable yardstick and those vague impressions and estimates which characterize the diagnoses made by unpsychological counselors. Although a clinician may be forced to use estimates in many areas of diagnosing, since dependable yardsticks are few in number, he will not confuse the two; *i.e.*, he will recognize the errors and limitations inherent in his impressions. The recognition that he is forced to use impressions will in itself guard him from being dogmatic in his diagnosis. Rather, he will provide a measure of probability for his estimates and seek to reduce the extent of his errors by check and recheck. In other words he will recognize when he is diagnosing on the basis of guesses and estimates and when he is using dependable facts yielded by measurement.

In applying the principle of measurement, the trained counselor will recognize that each student must be diagnosed and counseled as a unique individual with a unique background. But to understand this uniqueness, he must first understand the student's deviations from, or similarities to, other students of similar educational status. This principle of human measurement is so universally accepted and used that it needs no elaboration. It underlies the measurement of every human trait. All such measurement is relative to the scores of the individuals measured. But the interpretation of all test scores and of all items on a test must be made in terms of the peculiarity of an individual's own unique background. No test can be inter-

preted mechanically and given the same average weight for all individuals. The measurement of all individuals must be uniform if the results are to be applicable to all If the yardstick varies in length from one individual to another, then the results are meaningless. Measurement must be uniform, but the interpretation must be made for each individual in terms of his background. Before any interpretations can be made, there must be a norm by which to measure the deviation of one individual from another and from the group average.

Cause and Effect Relationships. The counselor with a psychological background will not be induced to diagnose causes of problems on the basis of mere contiguity in time and space[3] In other words, he will not infer that a particular student has emotional immaturity and instability merely because he happens to be an only child or that his parents have been separated. He will not carelessly infer a causal relationship between extracurricular activities and scholarship merely because one failing student participated to excess. Causal relationships are not identified or established by the mere association of two characteristics. The counselor must discover whether scholastic deficiency occurs more or less frequently among students who participate in no activities, or whether a third variable operates to produce this apparent relationship.

Parenthetically, it is always amusing as well as disturbing to attend educational meetings and hear debates on scholastic rules and regulations. Faculty members who are most rigorous in ruling out flimsy evidence in their personal research in chemistry, zoology, physics, etc., often argue for generalizations on the basis of one student who happened to exhibit the two characteristics under discussion. For example, one science teacher argued for the curtailment of extracurricular activities because they interfered with studies. He offered as evidence for this causality the stories of a few students he had investigated and found to be low in their studies and also very active in social affairs, student offices, etc He needed but one or two cases to prove causality He overlooked the well-known fact that careful investigations show a trend for high grades to be associated with extensive

[3] See Allport's discussion of Lewin's differentiation between "genotype" and "phenotype" causality *Ibid*, pp. 16, 86, 324–326

participation and for both factors to be associated with high intelligence.[4]

The counselor will not jump to the conclusion that a particular problem is necessarily *caused* by a particular set of conditions present in a particular student's case history. He will have in mind, to assist him in avoiding such hasty generalizations, numerous studies on large populations. He will look for the negative-plus type of evidence before accepting the plus-plus type. Instances of dissociation will carry as much weight with him as will positive instances. He will know the dangers of generalizing from one instance, experience, or case, even though his own personal experiences are in line with what he sees in the student's case history. Indeed, he will be suspicious of generalizations of causality supported by the type of evidence introduced by the remark, "I know a man who . . ."

Particularly will the psychologically minded counselor be suspicious of "logical" evidence brought forth to support generalizations of causality. He will know that observational evidence must be used in the absence of scientifically derived facts; but he will want to preface the generalization by the phrase "tentative, subject to revision when more dependable evidence is derived from experimentation." He will know that personal experiences are tricky and shifty bases for generalizations because the conditions are seldom duplicated from one individual to another and because of the unreliability of memory and interpretations of recalled observations. In other words, he will seek to be as rigorous in accepting evidence from personal experiences as is the scientist in his laboratory experiments.

In approaching the task of diagnosing, the counselor will be looking for dependable evidence upon which to base a diagnosis of the causes of the client's problems. He may be forced to accept as evidence, hearsay reports, vague impressions, or gossip, but he will not be so far confused in his thinking as to assume that all information is dependable per se, independent of its origin and means of collection He will scrutinize the origins of data as carefully as he does the data themselves, knowing full well that the logic of science must be applied outside of the laboratory as well

[4] F. Stuart Chapin and O Myking Mehus, *Extracurricular Activities at the University of Minnesota* Minneapolis. University of Minnesota Press, 1929, pp 64–78.

as within. Therefore, he will have so immersed himself in the research literature of human measurement that he will be able to "spot" quickly situations which appear to be contradictory to established causality. He will not accept the transfer of the authority of opinion from one field to another because authority or reputation as a scientist in one field may not be transferred to a totally different field of life. A lifetime of dependable and authoritative research in one realm of knowledge does not, *ipso facto*, permit the making of dependable generalizations in another and independent field. Indeed the counselor will recognize the tendency of some reputable scientists to speak with assumed authority in all fields of knowledge except their own, in which they are commendably cautious.

Clinical Work as the Application of Group Statistics. The counselor with psychological insight will recognize that the art of diagnosing consists, in part, of the application of statistics, concepts, hypotheses, and generalizations derived from the study of a group, to particular individuals who may or may not be similar to the individual client at hand. The physicist derives from his studies generalizations applicable only when the peculiar conditions of his experiment obtain. In other words, a law is a statement of what happens when such and such conditions obtain. Now in the field of human adjustments, research workers have discovered dependable generalizations which were derived from, and hold true only for, particular conditions. Still, many counselors apply these psychological laws carelessly to any and all conditions. In contrast, the trained counselor searches for a dependable understanding of a client's conditions before concluding that such and such a generalization holds true for that particular student.

An illustration will clarify this point. Numerous investigations have shown that test-retests of the intelligence of children reveal a tendency for IQ's to be relatively (or remarkably) constant since the *average* change approximates but five points in IQ Oblivious to the fact that every average has its standard deviation, many counselors operate on the false premise that this generalization means that *every* child will be found to vary no more than five points Forgotten are the many children who varied *more* than five points Obviously a counselor should not infer that every child will resemble the average tendency of the group

upon which the generalization was established. Every member of a group is not identical with every other member In applying group statistics to an individual, counselors often operate upon the assumption that there are no individual differences, that everyone falls at the average, and that the standard deviation is a figment of the statistician's imagination, or merely a section of a textbook not to be found in everyday life.

The group norm, or average tendency, should be used as a point of departure for individualized application of the generalization, with appropriate modification of that group tendency to fit the individual's peculiar conditions which differentiate him from the group and, as a result, make group statistics partly inapplicable.

This note of warning is particularly relevant for that phase of personnel work which involves the prediction of scholarship. Usually counselors base their diagnosis of educability upon the coefficient of correlation between test scores and grades. This statistical generalization of relationship masks certain important modifications of that relationship applicable to students on different levels of tested aptitudes An inspection of the scattergraph itself will usually reveal two significant corollaries: (1) a very large percentage (sometimes 50 per cent) of high-aptitude students (frequently men) receive average, or lower than average, grades; and (2) a very small percentage of low-aptitude students receive average, or higher than average, grades Thus an understanding of these two modifications of the generalized relationship will cause the counselor to be more cautious in predicting success merely on the basis of a high test score and correspondingly more positive (but not dogmatic) in predicting failure (or unsatisfactory standing) for students with very low test scores Additional study of students will influence the counselor in other ways to be discriminating in applying group generalizations to particular students. Statistical constants are the starting point and not the end step in individualized diagnoses

The psychologists discovered individual differences and built their science upon that principle. They should, therefore, be the last to apply blanket generalizations to everyone regardless of individual differences. The group norm, average, or tendency is a point of departure in individualized diagnosing—a point of departure and not an anchor. The application of group statistics

to individuals, an essential step in diagnosing, is not based upon the assumption of the identity of all individuals. Psychological laws can hold true only for particularized sets of conditions, for dissimilar conditions these laws do not operate. To attempt to force all individuals to conform to the group tendency regardless of idiosyncrasies is to violate the logic of science, the doctrine of individual differences, and the psychology of individuality

Clinical Work as the Diagnosis of Individuality A most significant stimulus for the counselor's professional orientation as well as a reorientation in his conception of the purpose and methodology of his diagnosing is to be found in Allport's [5] work The relevancy of this point of view for counseling can best be illustrated by means of the following quotations.

With regard to the necessary modification of methodology in diagnosing individuality as contrasted with understanding of mind in general," Allport writes. [6]

General laws have value in depicting the common ground upon which all individual minds meet But this common ground is really a no-man's land. When the investigator turns his eyes upon the individual, he finds that in him all laws are modified, or as Wundt would have it, exceptions always occur But a more liberal interpretation of the nature of law, considering it to be *any uniformity that is observed in the natural order*, is equally possible. In this sense, each person by himself is actually a special law of nature, so too is any structural occurrence within the pattern of his life. Though individuality is never twice repeated, it represents nevertheless order in nature If it were possible to grasp the complex totalities within a single individual life, to understand their formation, reciprocal action, directional tendencies, and dynamics—even though the discovery should have no wider application—it would be an achievement quite as significant as the establishment of any *common* law

In discussing the limitations of factor-analysis methods for the diagnosing of individuality, Allport writes: [7]

An entire population (the larger the better) is put into the grinder, and the mixing is so expert that what comes through is a link of factors in which every individual has lost his identity His dispositions are mixed with everyone else's dispositions. The factors thus

[5] Allport, *op. cit*
[6] *Ibid*, p 21
[7] *Ibid*, p 244

obtained represent only *average* tendencies. Whether a factor is really an *organic* disposition in any one individual life is not demonstrated All one can say for certain is that a factor is an empirically derived component of the *average* personality, and that the average personality is a complete abstraction. This objection gains point when one reflects that seldom do the factors derived in this way resemble the dispositions and traits identified by clinical methods when the *individual* is studied intensively

In reviewing the scientific methodology for the study of the individual's unique pattern of common traits, Allport has this to say (his chapter on methods is impressive in terms of the variety of methods): [8]

The methods for establishing a trait depend upon the kind of trait that is the object of investigation, whether it be a common trait or an individual trait In the latter case, the so-called clinical method is ordinarily used, especially by psychiatrists, psychoanalysts, consulting psychologists, and writers of case histories The investigator makes a sustained study of a particular individual and on the basis of personal acquaintance with the case pronounces that such and such traits are outstanding. Now, the objection to this method is that it rests ultimately upon the "intuition" of the investigator and is without the benefit of objective verification The clinical method stands next door to common sense in its reliance on subjective pronouncements But in defense of the clinical method it may be urged that prolonged critical probing of many-sided material, even though executed by a single mind without external checks, tends to be *self-validating* Erroneous first impressions are transcended and the true pattern emerges with acquaintance. This line of defense does not, of course, justify all dogmatic assertions concerning traits, nor does it deny the inherent danger of subjective diagnosis. It merely hints at the fact (more fully discussed in Chapters XIV and XIX) that direct, synthetic judgments have their place even in scientific studies of personality.

It should be apparent from the preceding quotations that Allport has contributed to the development of a theoretical basis for personnel work But counselors will note that he weakened his contribution by isolating the individual from the group. If the statistician and psychologist have lost sight of the individual in the group, it is equally true that many clinicians have forgotten that the individual is a member of a group and must be studied as

[8] *Ibid*, pp 314–315.

such. Either extreme point of view will lead the counselor to inaccurate diagnosis These two extremes must be synthesized.

While it is of the very essence of personnel work that it attempts to understand the individuality of each student, yet it is apparent that counselors cannot be content with the self-contained validity of that diagnosis or with the lack of reference to the fact that the individual lives, operates, and competes with other individuals. For this reason, it becomes necessary, as an essential step in the diagnosing of individuality, to compare an individual with other individuals with whom he competes and to whom he must adjust. This *individuality in the group* must be the counselor's concern. Therefore, group norms are necessary tools in diagnosing individuality. Norms may be used not only for self-comparisons but equally as much for intercomparisons with other individualities. Thus we arrive again at the need for the counselor to study "mind in general." But this necessity does not contradict Allport's contention that methods of studying "mind in general" mask the very uniqueness or individuality which the counselor must understand. Individuality must be understood not only by intraindividual diagnosis but also in terms of differentiation from other individualities, which differentiation gives meaning to the uniqueness of the individual In this sense, to use a group norm as a point of reference serves to heighten the individuality of the student [9] But, as Allport points out, this type of differentiation is now possible only for separate traits since no *statistical* methods now permit comparison (or measurement) of the *pattern* of an individual's traits, either common or individual.

The above corollary to Allport's point of view is particularly necessary in those phases of personnel work wherein predictions are made with regard to competition and adjustment involving an arbitrary standard set up in terms of "common" traits. From this viewpoint of external adjustments, tests of common traits (not individuality) are necessary and valid and yield indispensable data for prediction, since a student must meet the minimum *group* standard in a *common* trait if he is to adjust successfully His individuality per se is important to a valid diagnosis, but it may not always be useful in compensating for deficiencies in

[9] The need for this corollary to his general thesis is partially admitted by Allport *Ibid*, pp 397–398, 402, 549, 562

common traits. For example, the individuality of the personality pattern of a low-aptitude student may be interesting and different from that of a high-aptitude student, but the former still will not meet the group standard in the common trait, aptitude. In other words, individuality will not always compensate for deficiencies in necessary common traits. Therefore the group norm of common traits (which admittedly ignores the uniqueness of the individual's pattern) is necessary as a point of reference and comparison in diagnoses and prediction for interindividual competition as judged by group standards. The individual does not adjust to himself alone but to the group as well This is a condition as much ignored by some clinicians absorbed with individuality as is the individuality ignored by most, if not all, statisticians, group testers, and group predictors.

The microscopic method of diagnosis cannot be substituted for the telescopic when we are dealing with interindividual comparisons and competitions. It is true that experimentalists and statisticians have lost (ignored) the individual, *but the clinicians must beware lest they lose sight of the group* [10] Essentially, what the personnel worker needs is a point of view and a method (or methods) by which he can diagnose the individuality of the student *superimposed* upon the group pattern The fact that we have as yet only inadequate experimental and statistical methods for diagnosing the *pattern* of individuality does not deter the clinician (as it does the experimentalist and statistician) from using the cruder methods available. Allport has ably presented the basis for the clinician's methods of diagnosing. Personnel workers must recognize that students are faced with the necessity for adjusting to arbitrary (variable and usually unreliable) standards set up in terms of common traits and with too little regard for factors in individuality which often compensate for deficiencies in common traits. Therefore the function of personnel workers must be to judge whether individuality compensates for deficiencies in common traits. If such is the case, a prognosis of successful adjustment is made despite a deficiency in group traits Undoubtedly some students with low *general* aptitude succeed nonetheless because of compensatory individual traits, such as

[10] Kurt Lewin, *Resolving Social Conflicts* New York. Harper & Brothers, 1948, Chaps 3 to 5, pp. 43–83

drive, which are masked, ignored, or averaged by coarse group norms.

Individual and Trait Differences. The counselor's knowledge of individual differences should be as extensive as is the research literature on this topic. Although such differences were recognized long before measuring instruments were constructed, yet these yardsticks have yielded refinements of our knowledge The counselor must expect to find a wide range of such differences on every educational level, in every type of occupation, and in every phase of life adjustments. While the extremely low-aptitude individual is eliminated from entrance to the higher educational levels, yet we must not assume identity in the aptitude of those who remain. The same condition obtains in every occupation, the extremely incompetent are eliminated, but a wide range of differences in ability is found among the successful workers This anomalous situation is probably caused by the fact that no task in the classroom or in a job is performed by one type of ability alone, although one type may be of more importance than others. An individual may in part compensate for a low amount of a necessary ability by the utilization of that amount in a very efficient and vigorous manner or by the utilization of related abilities of which he possesses a higher degree For example, many researches have indicated that students with low or mediocre intelligence may still receive high grades by the vigorous and efficient use of that ability (oftentimes with little time devoted to other activities) or by the use of compensatory abilities such as social intelligence, seeming alertness, rote memorizing of the teacher's words, or by other techniques often rather inelegantly referred to as "apple polishing."

If we apply the concept of individual differences, referring to the manner in which people differ from one another with regard to a particular ability, to the amounts of different abilities possessed by a particular individual, then we find ourselves confronted by a different set of facts associated with the concept of *trait differences.*[11] Just as individuals differ from one another in

[11] In part, Allport uses the term "individuality" to refer to what have been called trait differences. Crawford and Burnham, and Wolf use Kelley's term "idiosyncrasies" in the same sense. See Truman L. Kelley, *Interpretation of Educational Measurements* Yonkers, N Y World Book Company, 1927 Albert B Crawford and Paul S. Burnham, "Forecasting College

the amount of a particular ability, in like manner, but to a lesser extent, does an individual differ within himself with regard to the amounts of different kinds of abilities he possesses. For example, we do not find that every individual secures equivalent scores on tests of intelligence, musical ability, and mechanical ability. Individuals tend to differ *within* themselves with regard to the amount of different abilities possessed

The counselor should expect to find some students who are equally high in all abilities, some students who are average in all abilities, and some who are low in a few abilities, high in others, and average in still others In other words, we cannot expect to discover that every student has the same amount of all abilities. If that were true, then we could diagnose all abilities simply by giving a test of any one ability on the assumption that all abilities are perfectly interrelated.

While space does not permit extended discussion, yet we may mention that the concepts of trait differences and unique abilities rest upon certain sources of evidence[12] First, is the evidence derived from studies of the intercorrelation of tests of different abilities and the isolation of primary traits by factor analysis. While these correlations are not zero in magnitude, they rarely exceed .30. Sometimes it is contended that there are no special abilities (and therefore no trait differences) because Terman found that, *on the average*, gifted children excel nongifted children in all abilities and traits. But these gifted children were gifted in many abilities, not just one. In other words, it is contended, because a highly selected population of children was uniformly high, on the average, in all traits, that there are no unique traits. This evidence is no more amazing or relevant to our problem than is the equally well-established fact that feeble-minded children are, on the average, equally low in all abilities.

Achievement" Part I, *General Considerations in the Measurement of Academic Promise.* New Haven: Yale University Press, 1946, pp. 243–248 Ralph R. Wolf, *Differential Forecasts of Achievement and Their Use in Educational Counseling* Psychological Monographs, XXXI, No. I, Whole No. 227, 1939 Cecil R Brolyer, "General Report on the Scholastic Aptitude Test" *Annual Reports of the Secretary* New York: College Entrance Examination Board, 1931–1935.

[12] C. L Hull, *Aptitude Testing* Yonkers, N Y · World Book Company, 1928, pp 36–49 See also Crawford and Burnham, *op. cit.*, Wolf, *op cit.*

To base a sweeping generalization upon the characteristics of a highly selected population is to identify the homogeneous part with the heterogeneous whole

That a few "straight A" students are equally good in all subjects in high school or college is equally irrelevant evidence It has been established by many studies that the traditional academic courses are made up of subject matter primarily intellectual in character. Different academic courses require the same type of ability, *viz.*, abstract intelligence. Hence to discover that high intelligence leads, in many cases, to fairly uniform achievement in academic subjects (excepting, of course, differences caused by differential motivation in different subjects) is no startling discovery. If, on the other hand, we found that each student achieved on the same level, assuming that grades are perfect indexes of aptitudes, high or low, in such dissimilar subjects as drawing, French, and music, then we might conclude that there is but one type of ability. As a matter of fact one investigation showed that the *average* intercorrelation among arts college grades was .66, which does not indicate equal and uniform achievement even within such a relatively homogeneous curriculum. Probably most students are not uniform and well rounded with regard either to abilities or achievement.[18] A few straight A students are insufficient evidence for generalizations applied to all students.

Thurstone's isolation of seven primary abilities by the method of factor analysis is further (and refined) evidence of the fact of unique aptitudes. These have been named: number facility; word fluency, visualizing ability; memory; perceptual speed, induction; and verbal reasoning. But the differential significance (or validity) of these primary abilities for certain types of work, such as school courses, has not as yet been determined. However, unless the criteria of teachers' marks are in themselves undifferentiated (through common errors of judgment or the homogeneity of content of course), these unique or primary abilities should permit us to make refined and differential diagnoses as far as abilities are concerned in success.

Besides ability patterns, there are also patterns of interests and personality traits which need to be measured. We already know

[18] Herbert W Rogers, "The Reliability of College Grades" *School and Society*, Vol 45, pp. 758–760, May 29, 1937.

from the work of Strong and Thurstone that there are unique or differential patterns of occupational interests. Guilford has shown that there are unique or differential patterns of personality traits with regard to introversion. Other research may yield more primary traits of personality.[14]

Unscientific Methods of Diagnosing

The relationship of scientific methods to personnel work was discussed in the above section of this chapter. A number of adaptations of this method must be made by the counselor in his attempts to understand the individuality of a student. But the effective counselor must do more; he must recognize and avoid unscientific methods of diagnosing. These are the get-rich-quick methods of irrational thinking and character analysis.

The Irrationality of Thinking. Counselors often operate on the assumption that students are able to think clearly, logically, and accurately, especially about their emotional experiences, abilities, and occupational ambitions.[15] This assumption fails to take into account the suggestions coming from abnormal psychology, especially from psychoanalysis, that man is essentially an irrational animal. Actually counselors cannot assume that a student will always understand or reveal his emotional conflicts, especially if by so doing he will present himself in an unfavorable manner

14 Edward K. Strong, Jr., "The Vocational Interest Test." *Occupations*, Vol. 12, pp. 49–56, April, 1934. "Classification of Occupations by Interests." *Personnel Journal*, Vol. 12, pp. 301–313, April, 1934.

Edward K. Strong, Jr., *Vocational Interests of Men and Women*. Stanford University, Calif.: Stanford University Press, 1943, Chaps. 10–14.

L. L. Thurstone, "Factorial Isolation of Primary Abilities." *Psychometrika*, Vol. 1, pp. 175–182, 1936.

J. P. Guilford, *Psychometric Methods*. New York: McGraw-Hill Book Company, Inc., 1936, pp. 451, 510–512.

15 "Psychotherapy cannot rely on the myth of the omnipotence of the rational. In therapy as in life, the irrationals are met, and they cannot be eradicated by appeals to reason. They must be resolved by patient use of free association or semi-free association, by release through abreaction, and by the insight and the new perspectives that come through a clarification of the transference and from a breakdown of resistance." Kenneth E. Appel, "Psychiatric Therapy." Chap. 34 in *Personality and the Behavior Disorders*, J. McV. Hunt, editor. New York: The Ronald Press Company, 1944, p. 1157.

The tendency to put one's best foot forward is too well known and too universally practiced to be ignored. If a student could diagnose his own emotional problems, he would have little need of the counselor's services

Freud has summarized this point of view in relation to psychoanalysis as follows.[16]

There is knowing and knowing, they are not always the same thing. There are various kinds of knowing, which psychologically are not by any means of equal value . . . Knowing on the part of the physician is not the same thing as knowing on the part of the patient and does not have the same effect When the physician conveys his knowledge to the patient by telling him what he knows, it has effect. No, it would be incorrect to say that. It does not have the effect of dispersing the symptoms; but it has a different one, it sets the analysis in motion, and the first result of this is often an energetic denial. The patient has learned something that he did not know before—the meaning of his symptom—and yet he knows it as little as ever. Thus we discover that there is more than one kind of ignorance. It requires a considerable degree of insight and understanding of psychological matters in order to see in what the difference consists But the proposition that symptoms vanish with the acquisition of knowledge of their meaning remains true, nevertheless The necessary condition is that the knowledge must be founded upon an inner change in the patient which can only come about by a mental operation directed to that end.

Especially should the counselor be wary of the student's educational and vocational ambitions Very frequently, students aim high vocationally, hoping to appropriate to themselves the perquisites of the higher professions Thus a student wants to be a doctor in order to be well thought of or to be wealthy. The student jumps to the conclusion that because he has such motives, he must have the requisite abilities to achieve his goal The very act of wanting success is assumed to be indicative of ability to achieve that goal, and the desire to succeed is assumed to be always associated with ability to succeed

To assume that every adolescent is capable of logical and psychological thinking, when both experience and experiment have shown clearly that even adults do not or cannot think clearly, is to ignore some well-established facts It is true that the coun-

[16] Sigmund Freud, *A General Introduction to Psychoanalysis* Garden City, N Y Garden City Publishing Company, Inc., 1943, p 249.

selor wants students to attempt to achieve goals which have meaning and attractiveness to them, so that they may be self-propelled or motivated. Yet we need not assume that the counselor's role is one of passively listening to illogical self-analysis, psychological blindness to deficiencies in abilities, and irrational attempts to cover up these deficiencies by attempting the impossible. It is the counselor's responsibility to provide orientation which will serve as the basis for a student's choice of achievable goals. The student chooses, but the counselor contributes data and mature judgment such as will increase the probability that the choice will yield the success and satisfaction desired by the student. The counselor provides the necessary professional assistance without which the student might wreck his chances for security and satisfaction

Character Analysis[17] The industrial psychologist has made available an extensive body of knowledge concerning false methods of diagnosing human abilities, which knowledge is unknown to some counselors. The methods of diagnosing human abilities usually referred to as systems of character analysis have had a long and interesting, although misleading, history. Some of these systems of analysis are based upon the assumption that personality traits and abilities are associated with certain physical traits and, therefore, may be diagnosed or inferred by looking at, or by measuring, an individual's physical characteristics. Others are still more fantastic.

We can but briefly review some of these systems of character analysis and refer to scientific investigations which have revealed the falsity of the claims made for their accuracy. None of these systems are accurate or valid, although many of them are used widely. Many counselors have been unconsciously using some parts of these systems in their work, very few of us are free from the tendency to infer or diagnose mental or personality traits by means of physical appearances We may name a few such fallacies observed, to be perfectly safe, we shall state that these are *false associations* of characteristics:

1. Red hair and emotional instability
2. Shifty eyes and dishonesty

[17] Harold E Burtt, *Principles of Employment Psychology* New York: Harper & Brothers, rev ed, 1942, Chap II

3. Weak handshake and lack of will power
4. Long slender fingers and musical ability
5. High forehead and intellectual superiority
6. Receding chin and lack of will power

Now we may mention briefly a few *fake systems* of character analysis which cause errors in judgment. The informed counselor will have read widely on these and other systems:

Phrenology, or the identification of abilities by the contour of the features or bumps on the cranium, by the height of the forehead, or by the profile, particularly the chin and the bridge of the nose

Graphology, or the identification of personality traits by means of the style of writing, *i e*, the way in which t's are crossed and a's and o's are closed

Palmistry, or the diagnosis of traits by means of the pattern of lines in the palm of the hand, and by the formation or pattern of the fingers and of the whole hand

Numerology, or diagnosis by numerical combinations obtained by assigning certain numbers to the letters of the name and the date of birth

Astrology, which calculates human characteristics and destinies from the influence of the relative positions of "benefic" and "malefic" stars and planets at the year, month, day, hour, and minute of birth, and the progressive changes in their relationships and their influences

The counselor should be familiar with researches on these systems of analysis in order that he may not be guilty of using them himself and so that he may instruct students and parents about these psychological gold bricks.

Fallacies of Human Judgment. Industrial and educational psychologists have made available to the counselor a better understanding of the pitfalls to be avoided in judging abilities and traits.[18] Their researches reveal, as does psychoanalysis, the irrationality of human judgments. By statistical techniques the psychologist has identified errors in thinking, some of which were

[18] Guilford, *op cit*, pp 272–277.

Edward S Jones, "Subjective Evaluations of Personality" *Personality and the Behavior Disorders*, J. McV Hunt, editor. New York. The Ronald Press Company, 1944, Chap 4

Morris S Viteles, *Industrial Psychology* New York. W W Norton & Company, Inc, 1932, pp. 171–179

later explained by the psychoanalyst. Now these errors in judging human abilities are not committed by the novice alone but are found *in the judgments* of trained adults. Therefore, it behooves the counselor to be as suspicious of his own judgments as he is of those made by others. Knowing the errors inherent in judging abilities will lead to avoidance of them by the counselor and to a more critical scrutiny of those types of data which constitute a method of analyzing the intangible but important traits not yet measurable.

We shall describe briefly a few of these causes of errors of judgments in the expectation that the reader will read widely in the references:[19]

1. The "halo" effect, or the tendency for general impressions, *favorable or unfavorable, to color or to distort the judgments* of all traits.

2. The tendency to avoid making extremely unfavorable or extremely favorable judgments—error of central tendency.

3. The tendency for judgments to be biased, favorably or unfavorably, by too long and by too short an acquaintance with the individual.

4. The tendency for accuracy of judgments to vary with the possession, by the person judging, of the trait judged, one must possess some degree of a trait to be able to identify it in others.

5. The tendency for variations in accuracy of ratings from one trait to another, some traits are judged more accurately than are others.

6. The tendency to give similar ratings in traits which seem logically related.

7. The tendency to be lenient in judging, *i.e.*, to overrate.

8. The personal equation, or tendency of some individuals to judge consistently higher or lower than others.

9. Individuals differ in ability to judge others.

10. Raters disagree because they observe individuals in different situations.

11. Individuals are not self-consistent in their judgments.

12. A person tends to be a better judge of desirable traits which he has than of undesirable traits which he does not have.

13. Men are more lenient than women in judging others.

14. People judge their colleagues more favorably than they judge others.

15. The tendency to overrate members of the same sex.

[19] A number of these items were suggested by Guilford's discussion of judgments. *Op. cit.*

16 Judgments are influenced by the purpose for which they are to be used

17. People use different criteria for judging the same trait.

The stability and reliability of judgments are increased by the pooling of judgments made on the same individual by several judges. Many of these errors can be avoided only if raters are given detailed instructions about the errors and about how ratings are to be made. Investigations show that greatest accuracy results when the rater is required to state the actual behavior or incidents upon which his judgment has been based Requiring that evidence shall be given to support the conclusion or judgment undoubtedly forces the rater to be more observant and to avoid those biases and prejudices which cannot be justified by evidence. This technique is relevant for the use of the anecdotal method of recording observations, interpretations, and judgments of intangible personality traits Both teachers and counselors should record the facts upon which judgments of traits are made so that other workers may review the evidence and check the diagnosis. Human judgments, although necessary, are very tricky and must not be accepted at face value, regardless of who made them. The evidence must be presented along with the judgment. If the evidence does not justify the interpretation or judgment, then the latter must be discarded by the counselor

Understanding the World of Work

Most students desire that their studies shall prepare them for occupational placement. Thus they need assistance in orienting themselves to an achievable goal, since, as we have pointed out, they base their orientation upon *assumed* abilities The counselor must review each student's abilities with reference to the requirements of the desired occupation To perform this service, the counselor must be well informed about the world of work, *i e.*, he must have a fund of occupational information and know the abilities required in different occupations.

Occupational Information [20] Some counselors know only the fragmentary and biased information current in the newspapers,

[20] Reliable and current information may be found in issues of *Occupations* and the *Occupational Index*, also in publications of Science Research Associates of Chicago A thorough analysis of the nature and methodology of

circulated by hearsay, or given out by local employment managers. Little is known about occupational trends except that teaching may be overcrowded as is shown by the fact that "my neighbor's daughter could not get a job teaching although she has a state certificate." Counselors who form conclusions on such fragmentary data will be advising students to "stay out of teaching, it is overcrowded," for many years, or until the neighbor's daughter gets a job.

We must admit that even the best of the available occupational information is none too good or complete. But at least we know that we cannot depend upon casual sources for dependable information. Too many amateur counselors get their information from newspapers or from local workers who are inadequately informed of everything except their own daily work.

Moreover, to offer to students a course in occupations does not represent an improvement in quality or effectiveness unless the instructor is constantly collecting from current literature new and dependable facts about the constantly shifting conditions of occupations. These group methods of vocational guidance may suffer, as may all group methods of guidance, from a serious error *They may become part and parcel of the traditional educational method of curing all ailments by the mass-teaching technique* We counselors criticize teachers for using the spray method of

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collecting and using occupational information is presented by Carroll L. Shartle, in *Occupational Information* New York Prentice-Hall Inc, 1946. Shartle and Charles D Steward, separately, outline the topical content of counseling courses in "Occupational Information," and "Labor Market Analysis in Vocational Counseling," respectively, in *The Training of Vocational Counselors* Bureau of Training, War Manpower Commission, Washington, D C, 1944 For a thorough background of national trends in occupation the reader should consult H Dewey Anderson and Percy E Davidson, *Occupational Trends in the United States* Stanford University, Calif · Stanford University Press, 1940 For a shorter review of the same topic, the reader should consult "Occupational Trends in the United States" by Charles D Steward in *Encyclopedia of Vocational Guidance,* Oscar J Kaplan, editor New York Philosophical Library, Inc, 1948, Vol II, pp 921–932 A description of the U S *Occupational Outlook Service* and reference to some of its publications is found in the same Encyclopedia, pp 911–914, prepared by A F Hinrichs Janet M Hooks has prepared a helpful review of women's opportunities in *Women's Occupations through Seven Decades.* Women's Bureau Bulletin No. 218 Washington, D C. Government Printing Office, 1947

teaching *en masse*, when often we commit the same error by giving guidance only by the lecture method How can Johnny learn about his own abilities by listening to, or even reading, a description of the lawyer's job? Abilities cannot be diagnosed by group teaching or by learning the nature of a particular job. This method of counseling, as far as diagnosis is concerned, is as ineffective and incongruent with the student personnel point of view as is some of the teaching of academic subject matter. When preceded or paralleled by both individual counseling and class exercises in self-appraisal and interpretation of counseling data, group instruction may prove to be useful and effective.[21]

Hierarchies of Abilities. That occupations differ both in types and in amounts of required abilities is so well established that every counselor should have such facts deeply established in his thinking[22] The discovery that occupations may be arranged from high to low in terms of the average intelligence of workers was first established by psychologists after analyzing data from the Army Alpha test This hierarchy has been more carefully established by subsequent researches.[23] Tentative and fragmentary evidence indicates that occupations are arranged in other hierarchies on the basis of other abilities. Much more extensive research is needed before these hierarchies will be established in detail. But the counselor must approach his task with an understanding of the principles of hierarchies and with an understanding of the available facts.

That there are hierarchies or levels of training for occupations is an additional fact which conditions the counselor's frame of mind. The fact that a very small percentage of pupils enrolling

[21] For a detailed topical outline of such a combined teaching and counseling approach to the use of occupational information, the reader is referred to the following Robert Hoppock, *Group Guidance* New York McGraw-Hill Book Company, Inc, 1949 M E. Hahn, *A Syllabus for the Study of Occupations* Minneapolis University of Minnesota Press, 1939, Parts I and II See also *A Design for General Education.* American Council on Education Studies, Series I, Vol VIII, No 18, pp 180–186 Washington, D C.. American Council on Education, June, 1944

[22] See Arthur F. Dodge, *Occupational Ability Patterns.* Teachers College Contributions to Education 658, New York Teachers College, Columbia University, 1935, for a historical summary of this concept

[23] Irving Lorge and Ralph Blau, "Broad Occupational Groupings by Intelligence Levels." *Occupations*, Vol XX, No. 6, pp 419–423, March, 1942.

in the first grade will eventually graduate from college indicates that not all have the requisite general abilities to climb to the topmost rung of the educational ladder. With the artificially uniform and standardized curriculum of lower schools, differential abilities are of little use if not positively detrimental for the student's advancement. As one approaches the college level, not only is a higher level of ability required, but the requirement of differential abilities becomes operative as occupational training becomes more specialized in the professional training schools, such as engineering, chemistry, law, and medicine.

The same condition holds true on the high school level to the extent that curriculums are specialized. At the top the educational hierarchy becomes not only more difficult but also more differentiated on the basis of levels and types of abilities Too frequently teachers and advisers are ignorant of these hierarchies in education and accept without question the blanket prescription that all pupils should take the same courses without regard to differential abilities and differential job requirements

Occupational-ability Profiles. The researches of industrial psychologists in establishing uniform, objective, and dependable descriptions and specifications of jobs in terms of the measured characteristics and abilities possessed by individuals successfully engaged in those jobs led to the development of a new technique of selecting workers. This new technique is the occupational-ability profile which may be used by counselors with modifications necessitated by the age of students and other factors. These profiles are descriptions, or specifications, of the type of workers required for a particular job in terms of measured abilities rather than description in terms of vague and nondifferential personality traits Instead of stating that a garage mechanic should have "good mechanical ability," we turn to the occupational-ability profiles to discover what is the average score of successful mechanics on a standardized test of mechanical ability known to measure abilities required for that type of work.

Unfortunately insufficient research has been done, as yet, in this field, and we have available relatively few dependable profiles with established national norms for general use and local norms for use in a given locality The counselor will find that a careful study of the available research reports will give him a point of view, as well as a technique, which is more productive

of dependable diagnoses and counseling than are some job descriptions current in occupational literature.[24]

Future research may reveal functional groupings of occupations instead of the thousands of occupational labels current today A careful study of the available literature on occupational-ability profiles will induce the counselor to search for the requisite abilities involved in a particular job so that he will give less heed to the mere verbal description of the operations or duties of the job. This search for the abilities inherent in the job will help the counselors to see these functional groupings of occupations. In advising a student who has high mathematical ability, a counselor will see that engineering is not the only occupation requiring this type of ability; accountancy, statistics, and actuarial work, to name a few, also require high mathematical ability.

Neglected Factors in Educational Counseling

Some counselors are so preoccupied with vocational guidance that they fail to orient students to the more immediate problem of achieving success and satisfaction in the classroom Other counselors seek only to adjust the pupil to the educational system and fail to attempt modifications of the system itself. Still other counselors ignore the fact that a student lives, not by studies alone, but rather must achieve a happy balance of diverse and conflicting needs and interests. These neglected factors in educational counseling should become an important part of the counselor's background. They will be discussed briefly under the topics of curricular resources, educational waste, mental hygiene, and life adjustments.

Curriculums as Counseling Resources [25] The informed counselor understands and uses much unofficial and unpublished information about the educational resources to be utilized in counseling students. The counselor should be well informed about the local resources for training for various levels of occupational complexity; *i e.*, he should be informed of training schools for practical nursing as well as professional nursing, for the skilled

[24] W V Bingham, in *Aptitude and Aptitude Testing*, provides a summary of the known aptitudes required for a number of occupations

[25] Ruth Strang, *Educational Guidance* New York· The Macmillan Company, 1947

trades as well as for the engineering professions, for minor business work as well as for business management. Many of his students will possess the required *type* of aptitude but not the required *level* of aptitude for the highest occupational level. Obviously an effort should be made to help these students shift their vocational plans according to the level of their aptitudes

The counselor should be informed, not only of the printed descriptions of courses of study and prerequisite subjects and grading standards, but also about his colleagues' teaching techniques, their foibles and prejudices, as well as the students' reactions. He knows what teachers will prove to be intellectually stimulating and temperamentally sympathetic to a particular student and what teachers revise their lecture notes once each decade. These and many other local bits of information are essential if the counselor is to assist the student to achieve optimum adjustment within the limits of his potentialities. Unfriendly critics should not conclude that the counselor seeks devious ways of registering students in "easy" courses or that he assists the student to get passing grades without working. The counselor is not a cut-rate educator, but he does utilize his information to get the right teacher and the right student together, under optimum conditions for producing intellectual and personal growth for the student. In this sense, the counselor is an educational catalyzer, providing the conditions which result in effective education.

In attempting to discharge this function, the counselor is handicapped and sometimes blocked by certain restrictions. For example, to the counselor the prevalent notion that all students must take the same required courses of study is a contradiction. Even the most casual diagnosis of a pupil reveals peculiarities and idiosyncrasies which preclude satisfying and satisfactory adjustment in a standard curriculum whether it is in the kindergarten or in the graduate school. The counselor recognizes that conditions of administration and finance make necessary the instruction of pupils by means of the group method which is theoretically gauged to the average pupil. While the administrator may conclude that he has completely fulfilled his educational obligations by providing such group-average instruction, the counselor seeks to go beyond this mass instruction to meet more adequately the needs of those pupils who are below, or above, the

hypothetical average. If the counselor is also a teacher, he seeks to individualize his instruction through simplified assignments and instruction to those below the average and by supplementary assignments, instruction, and extra-school work for those above the average. If the counselor is a clinician, he looks upon the curriculums as resources to be utilized in making a program of training congruent with the particular student's assets and liabilities. In doing this the high school counselor is, of course, blocked by the defensive rules and regulations promulgated by the state departments of education with their courses of study and also by the frame of mind induced in administrators and teachers through the lock-step progress in schools of education. Similar inflexible points of view are entrenched in colleges behind sacred faculty regulations. To a counselor, curricular prescriptions are a point of reference to be deviated from, if and when judged necessary for the welfare of the pupil. To many administrators, rules are as inflexible as is the law of gravitation, and their chief responsibility is to see that no one gets an exception to the general rule. These watchdogs of the academic tradition do not look with favor upon the personnel point of view, nor upon the practices growing out of that philosophy.

Sometimes concessions are made to the personnel point of view by a change in academic prescriptions. But the counselor is not to be satisfied by a mere substituting of a new inflexible rule for an old one. We have had many changes in such blanket rules in education. Incidentally, for some unknown reason, the teachers and administrators in elementary schools are much more reasonable and flexible in their interpretation and application of rules and regulations; on other levels of education we have seen the abandoning of the blanket requirement of the foreign languages and the substituting of the rigid requirement of laboratory sciences. Both subjects have been supposedly justified as a blanket requirement on the basis of their disciplinary value in teaching students to think. This shuffling of the same pack of educational cards continues. There are current movements in education to substitute still other blanket requirements for the old ones on the assumption that what has been an interesting and profitable subject for one pupil (or for the teacher) must of necessity be equally good and profitable for every pupil.

This substituting of one blanket rule for another is not consistent with, or a part of, the attitudes and methodology of the counselor. He would have but one blanket rule, *viz.*, that every pupil should be enrolled in those subjects which he can absorb or master with profit and satisfaction to himself and with profit to society. In other words, the counselor would individualize registration procedures and, after frequent and dependable diagnoses, register students according to the results of these continuous diagnoses. This procedure would adjust the school to the pupil more than is true at present, but there would still be need of individualized instruction, remedial instruction, and many other adaptations in the classroom. But the essential point would be, not the enforcement of blanket prescriptions, but the utilization of the school's resources to bring about the optimum adjustment and growth of the pupil Some pupils might be enrolled in college classes in algebra and in ninth-grade classes in English and so on. This would be equivalent to chaos for the administrator, but it would do away with the presence in college English classes of students who need ninth-grade instruction and, incidentally, it would result in a more effective educational system.

Educational Waste. It has been more or less tacitly assumed that education leads the procession in methods of understanding people and that, if industry would but apply what the scholars had learned, all would be well, or at least better, with the world. With regard to the problem of efficiency and avoiding waste, however, the situation seems to be reversed. This is, perhaps, understandable when we consider that wasted effort in industry means curtailed profits, while in education it has often produced other results.

We have already dwelt upon the waste involved in failing, by one way or another, about half the students who come to college.[26] We also know that a large proportion of the high-ability students fail to achieve up to capacity—to say nothing of the wasted effort and loss of morale involved in students'

[26] Archibald MacIntosh, *Behind the Academic Curtain* New York. Harper & Brothers, 1948.

John H. McNeely, "College Student Mortality" *U S Office of Education Bulletin*, No. 11, 1937. Washington, D C Government Printing Office, 1938.

"plugging" faithfully to attain a goal beyond their reach. Obviously, something ought to be done about these conditions. Such wastes are not inevitable by-products of the educational process. It is here that educators have something to learn about efficiency from industrial psychology and management.

Industrial psychology aims to avoid waste by two methods (1) selection of workers and (2) motivation. Now one might almost be justified in accusing educational personnel workers of being so concerned with selection that they have tended to overlook the *equally important* factor of motivation. They have done a good job, so far, in studying lack of ability as a cause of academic failure, but waste of brains, high but unused intelligence, is as serious—perhaps more tragic—a phenomenon as low ability

Indifference to problems of morale and motivation, even with capable students, results in the academic equivalent of what is known in industry as "restriction of output." In education these symptoms are observed by counselors (1) ineffective or minimal use of aptitude, (2) scholastic and social failure of capable students, (3) failure of low-aptitude students to use what abilities they have, (4) "getting by" with a minimum of effort, (5) preoccupation with student politics and activities, (6) sleeping in the classroom, and many other reactions of this type. To eliminate such behavior, personnel workers should give as much attention to motivation as to the identification of aptitudes While motivation is not a substitute for aptitude, it is a necessary condition for the utilization of aptitudes in attaining achievable goals

Motivation may be described as a psychological state resulting from satisfactory efforts or activities directed toward, or associated with, self-selected or self-set end goals, immediate or remote, simple or complex, scholarly or practical. This state of motivation in students cannot be assumed by teachers. *Systems of incentives must be developed which will cause the student to want to learn what he is capable of learning.* Motivation is an emotional state, in large part, and may not be induced merely by intellection or by presenting reasonable arguments in favor of academic effort. The counselor must induce motivation by personalized contact, transfer, and rapport It is apparent that the counselor's personality is often the most important and effective resource of the school in the development of motivation

Some students cannot be motivated toward the standard and uniform scholastic goals because of emotional blockings which must first be cleared up. Other things than grades may be of more immediate importance to the student. Marks as incentives are probably about as effective as are financial incentives in industry, they often produce a minimum of effort to avoid failure. They may have too little intrinsic value to call forth maximum effort.

Another inadequate means of motivation may be characterized as a take-it-or-leave-it attitude on the part of the faculty It may work in some cases. Punishment in the form of removal of privileges and withholding of temporary personal goals may also be effective in some cases but should be used with discrimination.

Building up an *esprit de corps* in the class or student body is a necessary condition of motivation although not all students will respond. Some students also may be persuaded, by holding out remote goals, to do the necessary intervening work, which may be per se uninteresting. One of these remote goals, which is greatly overworked. is that of professional status, success, and security.

Colleges and universities are particularly remiss in this respect. They seem prone to set up remote professional goals and to orient all intervening work to the professional level. Instead of determining the various capacities, interests, and motives of the students and then adjusting to them the amount and quality of effort expected, the standards are set up by the faculty in terms of what they, themselves, do. Students are expected to exhibit a professional absorption in each of the courses they take. The faculty members often seem to forget that they acquired their present drive and motivation in the field only after years of practice. The students (those who have the requisite ability) should be "stepped up" gradually through intelligent management on the part of teachers. This cannot be done in a wholesale fashion. The personnel worker functions, therefore, to personalize this step-up in effort in terms of the student's capacities and background.

A knowledge of industrial psychology suggests a most important factor in scholastic motivation: teacher-student relationships Naturally, especially after many repetitions of the mate-

rial in teaching a course, a teacher may become irritated and find it hard to understand how the students can be so slow to learn. But as in industry, if the management tries to change the worker's tempo of life it may only irk the worker and result in restriction of output; [27] so, in education, trying to maintain unnatural standards may result in lessened motivation, malingering, and restriction of learning. An industrial study bears us out here. An experiment in an industrial plant indicated that an improved *mental attitude* between employees and supervisors resulted in a greater increase of output than any other of a number of factors designed to motivate workers.[28] It is reasonable to suppose that simple friendliness and cordiality between teachers and students may prove to be an effective form of motivation.

Mental Hygiene.[29] A knowledge of mental hygiene, or the understanding of why people "go wrong" psychologically, is as much a necessary part of the background of a counselor as is skill in giving and interpreting psychological tests. All individuals are subject to psychological and social stresses and strains which may produce erratic or unusual behavior, sometimes called abnormal. Sometimes an individual will be alarmed or even terrified simply because he differs from his associates in his reaction to life situations. This fear of being different sometimes leads to excessive worries. Some students fear that they will fail to become successful. Many such students want to "take tests" in the expectation that whatever the tests "say they should become" vocationally will automatically produce the kind of success they desire and will eradicate their emotional conflicts.

[27] Viteles, *op. cit.*, p. 563 (footnote)

[28] Margaret E. Barron, "Employee Counseling in a Federal Agency" *Personnel Administration*, Vol. IV, No. 7, pp. 1–20, March, 1942

Carolyn L. McGowan, "Underscoring the Essentials of Counseling" *Personnel Administration*, Vol. V, No. 10, pp. 14–16, August, 1943

F. J. Roethlisberger and William J. Dickson, *Management and the Worker* Cambridge, Mass.: Harvard University Press, 1943.

[29] Other discussions of this most important topic are given in other chapters. In this section the counselor is introduced to the topic as a part of his general background. An excellent introduction to the topic is found in Kate Hevner Mueller *et al.*, *Counseling for Mental Health*. American Council on Education Studies, Series VI, Student Personnel Work, Vol. XI, No. 8. Washington, D.C.: American Council on Education, July, 1947.

Johnson states our present-day understanding of this adjustive part of life in the following cogent terms.[80]

It is the evaluative fears that are most prominent in the general run of people For the most part these center around anxieties concerning self-evaluation, social status, and economic security Self-respect, a good reputation, and a sufficiency of the world's goods would be placed high in the scale of values of most people Failure to achieve or to maintain these values places the ordinary individual under a well-nigh intolerable strain This is especially true in our American culture, with its highly competitive aspects and the premium it places on personal achievement, popularity, and wealth Because these goals are so indefinitely defined for most individuals, and yet are so desperately cherished, the pursuit of them generates a degree of apprehensiveness that leads often to states of frustration, worry, and loss of self-assurance.

When the stresses and strains besetting an individual become too much for his psychological structure to endure, he is forced to find release from the pressure in the development of evasions, rationalizations, and other erratic behavior which, to the alert counselor, serve as warning flashes that something is wrong. The variety of these symptoms is as great as that of the causes. The underlying causes of emotional disturbances are not, and cannot be, cured by the mere identification and treatment of the symptoms. A persistent tendency to worry, to burst into tears without apparent provocation, to be sullen, or to have temper tantrums in any and all places without discrimination, these and many other erratic behavior patterns are symptoms which will disappear *provided they have not become habituated*, if, and only if, the underlying causes (often unknown to the student) are understood, removed, or faced so clearly and squarely that the individual becomes "desensitized" to them, *i e*, the symptoms will disappear only if the causes are corrected or removed

The diagnosing of these causes is not an easy task since the individual may have repressed the unpleasant cause to such an extent that he has forgotten or cannot recall it even though he tries In such cases it is of no avail and often the cause of further maladjustment for the *amateur* counselor to continue to probe and repeat "but you *must* know why you worry." If the

[80] Wendell Johnson, *People in Quandaries*. New York: Harper & Brothers, 1946, p 345.

student could diagnose his causes, he would have little need for assistance.

For those causes which the counselor can diagnose, the treatment consists, in general, of aiding the student to gain insight into his own psychological make-up and just how he happened to become confused. Frequently the counselor can assist in changing the external conditions which have caused or aggravated the student's disturbance. Sometimes interviewing the parents produces a change in the psychology of the home which relieves the student's disturbances.

In other cases little if anything can be done to change the student's life situations, and the counselor must seek, by sympathetic understanding, to alleviate the student's emotional tensions so that he "gets over" or becomes desensitized to the causes. *He does not so much solve his problems as he "gets over" them.* Planning for a future adjustment of a more satisfactory character will sometimes assist in the immediate adjustment

Both the counselor and the student must recognize that the development of an emotional disturbance requires years. In like manner, it requires time to bring about readjustment and the development of new habits and a new psychological outlook The process cannot be rushed; it requires time, skill, and frequently the assistance of a clinical psychologist or a psychiatrist. The counselor must understand the life history of the student to diagnose observed symptoms.

A closer relationship exists between psychiatry and education than is realized by most people. The psychiatrist often can discover and recommend changes in the educational machinery which will prevent many serious emotional maladjustments. He can help to adjust education to the fundamental emotional needs of children and to the fundamental problems in human relationships.[31]

As the counselor handles student cases, he must have so immersed himself in the psychology of mental hygiene that he will be on the lookout for, and be able to "spot," symptoms which point to deep-seated conflicts. These symptoms are often so subtle and elusive that they escape notice, and the counselor will

[31] James S. Plant, "The Responsibility of Psychiatry to the Field of Education" *Educational Record*, Vol 18, pp 12–26, January, 1937

wonder whether he is imagining things. For this reason the counselor, usually by means of the interview or personality tests given before the interview, checks up on this area of personality problems in every case, regardless of the nature of the problem which the student states as the reason for seeking assistance Quite frequently a student will seek assistance with his vocational or educational problems in the hope that thereby his emotional problems will be cleared up indirectly.

The counselor must also have acquired some understanding and appreciation of the possible effects upon the student of social, educational, and occupational situations to which the student will want, or need, to adjust in the future.[32] The counselor will need to predict the effect which these situations will have upon the student. Will they cause him to grow intellectually, socially, and emotionally, or will they lead to maladjustments, wasted efforts, and emotional conflicts? Will they stimulate or depress the student? Will they make him satisfied or restless? Will they make him complacent or ambitious? This type of prognosis is as necessary as the one which predicts the student's adjustment to the situation. The effect of the occupation upon the student, for example, is as important as are his chances of success in the job Indeed they are parts of the same prognosis, since they involve the student's satisfaction with his adjustments as well as his degree of successful adjustments.

In applying the principles of mental hygiene to personnel work, the counselor should not limit himself to the narrow experiences connoted by the phrase "emotional life." Rather, emotional balance is the result of all life experiences, home, school, recreation, and work. These are dovetailed smoothly in a normal student and disjointedly in an abnormal one. This broad conception of mental hygiene is admirably described by Bennett in simple and nontechnical terminology.[33] Robinson [34] stresses the concept of

[32] This neglected aspect of guidance has been suggested by Reginald Bell in "Measurement of Abilities and Aptitudes." *Occupations*, Vol. 12, Sec II, pp. 67–71, March, 1934.

[33] Margaret Bennett, *College and Life* New York McGraw-Hill Book Company, Inc , 3d ed , 1946.

[34] Bruce B Robinson, "Mental Hygiene for Youth" *Annals of the American Academy of Political and Social Science*, Vol 194, pp 100–110, November, 1937

mental hygiene as the development of personality rather than the treatment of severe emotional disorders. He criticizes the educational system for failure to assist students to find satisfaction, to develop security, and to build up self-respect. The greatest need in education, from the standpoint of mental hygiene, is for teachers whose personalities and training are such as to create situations in which normal personalities may develop. The implications for personnel work in Robinson's indictment lie in the necessity for counselors to be on the lookout for *foci* of emotional infection in the school itself and to further normal personality development by urging the necessary changes. Frequently such changes cannot be made, and the counselor must advise students to avoid the instructors involved.

For this reason, the counselor must be alert to identify characteristics of the student which may point to probable or potential maladjustments in many other areas of life than the educational and vocational. Such problems are present as frequently in students with high grades as in those with low grades. The fact that a student is passing his courses does not mean that he needs no counseling assistance Indeed, he may be in all the more need since he, along with many teachers and administrators, may fail to realize that "grades are not everything"

Life Adjustments. Since most counselors operate within the confines of the educational systems and have been restricted in their training to academic experiences, they are prone to look upon scholastic problems as being, not only of major significance in the life of the student, but the whole life of the student. Now the true criteria of effective counseling are characterized by the words *satisfactory* and *satisfying; i e.,* the individual should achieve up to the limit of his potentialities and should derive satisfaction from that achievement in all areas of life, within the limits of his possibilities and restrictions.

But success for a student is not limited to the marks his teachers give him. Indeed those marks are often of less significance than the marks his fellow students bestow upon him for social, extracurricular, and other types of adjustments. A similar state of affairs obtains when the student leaves school and takes a place in adult life. Success is measured in more than job standards; satisfactory and satisfying adjustment in other areas of life

may be of more importance than work to the individual For man does not live for work alone, his friendships, home life, personal philosophy, cultural interests, and citizenship adjustments are all vital parts of his life.

This is not the place for an extended analysis of the emerging theories of personalities in relationship to the culture which impinges upon it. But the counselor would do well to broaden and deepen his insight into cultural and societal processes and forces in order to modify and even counteract the intense indoctrination that inevitably pervades the training of every teacher. Industrial educators rail at this narrow schoolroom point of view of teachers and strongly advocate broadening experiences in order that teacher-counselors may increase their understanding of the real life to which the student must adjust when he leaves the classroom In similar manner, every apprentice writer is urged by the craftsmen to get out and see real life in order that his characters and their life processes may be understood through *direct* observation. In like manner, an effective counselor must have experienced life in a broader and more direct way than is afforded by books on psychology and counseling.

But it should be said that an advance preparation, before doing this type of field-work learning, may well enhance its learning benefits Merely to experience and observe others' experiences does not inevitably lead to deep insight into human nature, sometimes amateur experiences give one false or useless understandings. It would be well, therefore, if the apprentice counselor secured an orientation beforehand, an orientation as to what phenomena to look for and what *possible relevant* hypotheses are worth finding data to support or refute.

Courses in cultural anthropology and social psychology often provide such a framework of concepts and hypotheses as preparation for observations Independent readings may provide similar background, although the concepts may be so new and unreal to some counselors as to make the readings inoperative But the developing counselor should read deeply in these fields, with or without field work observations. A few suggested readings follow:

Ruth Race Benedict, *Science and Politics* New York. The Viking Press, Inc , 1943.

Ralph Linton, *Cultural Background of Personality* New York Appleton-Century-Crofts, Inc , 1945.

Ralph Linton, *The Study of Man* New York· Appleton-Century-Crofts, Inc., 1936.

Robert S. Lynd and Helen M. Lynd, *Middletown.* New York. Harcourt, Brace and Company, Inc., 1929

Margaret Mead, "Adolescence in Primitive and Modern Society." *The New Generation,* V F Calverton and S. D Schmalhausen, editors. New York. Citadel Press, 1930.

Muzafer Sherif, *An Outline of Social Psychology* New York. Harper & Brothers, 1948

Language as Technique in Counseling

Whatever may be one's understanding or biased reactions to the general semantics movement, a warm response is produced by Wendell Johnson's applications of concepts from this field to the counseling of maladjustments.[35] No doubt, every counselor has been vaguely aware of his own language and that of the client in the counseling interview But usually the counselor was so intent on finding the "reality back of language" that he was blind to the reality *in* language, both his own and that of the student. It is Johnson's significant contribution to make us conscious and sophisticated with respect to language in counseling, and we base this analysis of this most important part of the counselor's psychological background upon Johnson's treatment of the topic. Our discussion is an inadequate substitute for Johnson's book, and every counselor should struggle with it until he is able to use its concepts facilely in his daily counseling. We shall limit ourselves here to those parts which bear directly upon maladjustments.

Johnson lays the foundation for his discussion of maladjustments in the testimony of a psychiatrist that his abnormal patients had one chief symptom in common "They were unable to tell him clearly what was the matter "[36] This might not arouse wonderment, but the psychiatrist went on to generalize that "when he had succeeded in training a patient to verbalize his difficulties clearly and to the point, it was usually possible to

[35] Johnson, *op. cit.*

[36] *Ibid.,* p. 15.

release him. The patient was usually able to take care of himself."[37] But even this is not so amazing as it might be were one not reminded of the consistently identical reports of all the followers of Freud. The talking it out in words, which is part of the psychoanalytic method of *catharsis,* has been well documented and, after a fashion, validated experientially, though not experimentally.

Insight and Not Reeducation. But it is at this point that the analysts and the nondirectivists leave the patient. Having catalytically been helped to recall and to reconstruct his repressions *verbally*—the analysts by using one set of techniques, and the Rogerians by another—the patient is left to himself Indeed, the development of insight, *i.e.*, the reinstatement through catharsis of the repressed experience into the perceptual field, is said to be *the* goal of counseling This insight is achieved by means which Rogers describes as follows [38]

> It will be noted that . . . the most profound and helpful insights, the understandings which are most effective for reorganization, are those which she expresses spontaneously. Thus the main aim of the counselor is to assist the client to drop any defensiveness, any feeling that attitudes should not be brought out into the open, any concern that the counselor may criticize or suggest or order If this aim can be accomplished, then the client is freed to look at the total situation in its reality, without having to justify or protect himself. It is then that he can see relationships clearly, and can recognize the hitherto hidden impulses within himself.

> If the counselor adequately recognizes the client's attitudes, helps in the process of clarification of feelings, and promotes free expression, new insight will come of itself and can be recognized by the counselor as it occurs.[39]

Evidently this type of perception is possible in counseling and therapy only when the individual is freed from defensiveness through the process of catharsis. It is only in such a state of emotional release that a reorganization of the perceptual field can take place.[40]

[37] *Ibid.,* p. 16
[38] Carl R. Rogers, *Counseling and Psychotherapy* Boston· Houghton Mifflin Company, 1942, p. 195
[39] *Ibid*, p 196
[40] *Ibid*, p 207

Now as to what follows the acquirement of insight through catharsis, Rogers has this to say [41]

> As insight is developing, as the decisions are made which orient the client about new goals, these decisions tend to be implemented by actions which move the client in the direction of the new goals Such actions are, indeed, a test of the genuineness of the insights which have been attained. If the new orientation is not spontaneously reinforced by action, it is obvious that it has not deeply involved the personality.
>
> In actual counseling practice, such positive steps are almost invariable concomitants of insight.

> It should be pointed out that in the client-centered type of therapy . . . there is no attempt to solve the client's problems through re-education. It is not expected that his problems will all be solved through counseling, nor is this assumed to be a desirable goal. Satisfying living consists, not in a life without problems, but in life with a unified purpose and a basic self-confidence which gives satisfaction in the continual attack upon problems. It is this unified purpose, this courage to meet life and the obstacles which it presents, that is gained through therapy Consequently, the client takes from his counseling contacts, not necessarily a neat solution for each of his problems, but the ability to meet his problems in a constructive way It follows that re-education is not, as has sometimes been supposed, the retraining of the individual in all aspects of life. It is rather a sufficient practice in the application of the new insights to build up the client's confidence and enable him to carry on in healthy fashion without the support of the counseling relationship.[42]

Counseling as Question Formulation Now that we have reviewed the goal and methodology of the analytical school of therapy and that formulated by Rogers, we go to the contrasting methodology evolved in general semantics. We set these two systems of thought thus in opposition to each other to heighten the contrast and to clarify the general approach of the *rational* problem-solving approach of general semantics and the *affective* relationship-therapy catharsis methodology of releasing those repressed emotions which block adjustment and which, when released, are said to block adjustments no longer

[41] *Ibid*, p 211

[42] *Ibid*, pp 217–218.

To leave the field of affect and to return to the rational method, Johnson's approach begins in a typical scientific manner [43]

Now, intimate personal problems are not greatly different in this respect from problems of the laboratory Before they can be solved, they must be stated. Before helpful answers can be got, suitable questions must be asked. We all want answers. They can be very relaxing What the maladjusted person cannot do—and what he must learn to do—is to specify the sort of answers he needs. This is a way of saying that he has a conspicuous lack of ability to ask questions in such a way as to obtain answers that would be relaxing, or satisfying, or adjustive. As soon as he developes such ability, he can . . . take care of himself for all practical purposes

There cannot be a precise answer to a vague question The terminology of the question determines the terminology of the answer. . . . The particular questions we ask ourselves determine the kinds of answers we get, and the answers we get make of our lives, in large measure, the sort of lives they are. Unschooled in the technique of inquiry, we tend to flounder in a fog of obfuscation and error, individually and socially If all that we have ever tried to mean by *mental hygiene* might be reduced to one word, that word would be *accuracy* And the techniques of accuracy are, in the main, the techniques of language. The verbal confusions of maladjusted people are not independent of the confusions in other aspects of their behavior. The relation is close, the one cannot be understood in isolation from the other.

Having thus established his purpose, the application of the methodology of science to human adjustments, through the medium of words, Johnson proceeds· [44]

We may say, in briefest summary, that the method of science consists in (*a*) asking clear, answerable questions in order to direct one's (*b*) observations, which are made in a calm and unprejudiced manner, and which are then (*c*) reported as accurately as possible and in such a way as to answer the questions that were asked to begin with, after which (*d*) any pertinent beliefs or assumptions that were held before the observations were made are revised in light of the observations made and the answers obtained Then more questions are asked in accordance with the newly revised notions, further observations are made, new answers are arrived at, beliefs and assumptions are again revised, after which the whole process starts over again.

[43] Johnson, *op cit*, p 17
[44] *Ibid*, pp 49–50

In fact it never stops. Science as method is continuous. . . . It [science] is, above all, a method of "changing one's mind"—sufficiently often

The methodology by means of which Johnson attempts to teach people, neurotics and normals both, to live *scientifically* a life that is "warmly human and efficient living" [45] is an involved one because it runs so counter to the habitual emotional, confused, and irrational methods most persons use in their personal lives. In earlier chapters, we discussed this methodology in contrast with the cathartic method of the therapists. In the present chapter, we introduced the topic of *general semantics* as a stimulus to indicate to the reader that another methodology has been added to those of *remediation, therapy,* and *advising.* Experience and experiment will tell us which method is effective, with what problems, and under what circumstances and conditions.

Summary

We have reviewed briefly a number of the important fields of knowledge which serve as background to the counselor With a thorough grounding in these fields he comes to his task of diagnosing and counseling with the equipment, point of view, and skill of a professional worker. Without them, the amateur rushes through his cases with a blindness and a carelessness which may bring discredit to the movement and further maladjustment to the student.

[45] *Ibid.,* p. 45.

APPENDIX: ILLUSTRATIVE CASES

CASE 1

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *32896*

Date *11/20/47*

Name *John Brown* Interviewer *V J Humphrey*

I Client's statement of his problem
II. Clinical data.
A From interview.
B From other sources
III Clinical synthesis of problem
IV Diagnosis
V Counseling techniques and their effectiveness
VI Prognoses
VII. Follow-up.

I. *Client's statement of his problem* "I'm registered in S.L A., taking a pre-medical course, and I'm interested in taking the tests to see if I might have missed something that I should know about That is, I don't want to take a lot of work, and then discover that I'm in the wrong field."

II *Clinical data.* The client is a very young, immature-appearing person, only 17 years of age, but in spite of this, displayed considerable poise in the interview. He graduated from high school in June of 1947 His father is a salesman with offices in the city, and there is apparently no question of financing his education. He is at present registered in chemistry, zoology and English. He thinks he is making a high "B" in chemistry, a low "A" in zoology, and doesn't know what he is doing with his English.

III. *Clinical synthesis of the problem.* There appears to be no problem here except one of vocational indecision. He says he likes his course very much and is getting along all right, but just wants to be sure that he should be in medical school. He has extremely high abilities and there are no apparent involvements as far as can be seen now.

IV. *Diagnosis* Vocational indecision.

V *Counseling techniques and their effectiveness* The preliminary interview was very short as there was no employment history to inquire about. There was evidence of good achievement in high school, and he seems to be fairly sure of the course he is taking. Structured tests were recommended to further evaluate his interests

VI. *Prognoses.* Good for selection of a course and achievement in it.

D S Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No *32896*

Name *John Brown* College *S L A*

Class *Fr* Sex *M* Age *17*

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
5/47	H S Scholarship			*95*	
12/47	A C E (1937)	TOTAL	*112*	*90*	1938 Univ Fr
	Completion		*23*	*88*	1937 SLA GC Fr
	Arithmetic		*28*	*91*	"
	Artificial Language		*15*	*45*	"
	Analogies		*17*	*47*	"
	Opposites		*29*	*75*	"
	Ohio Psych	TOTAL			SCB Fr
	Opposites				
	Analogies				
	Reading Comp				
8/47	Miller Analogies ( )		*71*	*91*	*SLA Fr*
3/47	Coop Eng (1938-OM)	TOTAL	*255*	*96*	1938 SLA GC Fr
	Usage		*150*	*96*	
	Spelling		*28*	*61*	
	Vocabulary		*77*	*95*	

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
	G E D			
	1 Eng Expression	S S		Type I Inst
	2 Social Studies	S S		"
	3. Natural Science	S S		"
	4 Literary Materials	S S		"
	Coop Reading Comp TOTAL			
	Vocabulary			
	Speed			
	Level			
	Coop Culture (U)			SLA Soph
	C S P			
	H & S S			
	Lit			
	Sci			
	F A			
	Math			
	Minn Clerical Apt			
	Numbers			Gen Pop-( )-Cler Wrk
	Names			" "
	Minn Personality Inv			
	1. Morale			U of M Fr
	2 Social Adj.			
	3 Family			
	4 Emotion			
	5 Econ Cons			
8/47	*Coop nat sci (S)*	*80*	*99*	*nat'l SLA fr 47*
	soc stud (S)	*79*	*96*	
	lit prof (T)	*54*	*74*	

D S Form 208
(Revised 1945)

Date *December 1* 19 *47*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results

Final responsibility for decisions and plans always rests with the person being counseled However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test *All the information is confidential*

Name *Brown* *John* Sex *Male*
Last First Middle

Present Address *St Paul* Phone *BR 3396*

Home Address *Minnesota*

Age *17* Date of Birth *October 5*

Place of Birth *Minneapolis* Religious Preference *Prot.*

Marital Status. Single *x* Married___ Divorced___
Widowed___ Separated___

Father Living Yes *x* Mother Living Yes *x*
No ___ No ___

Check any of the following which are applicable

Parents still married *x* Parents divorced ______
Parents separated ______ Father re-married ______
Mother re-married ______

If Father not living,
Name and Relationship of Guardian ______

Father's Name *Brown* (Last) *Norman* (First) Father's Age *68*

Father's Home Address *Minnesota* Mother's Age *61*

Father's business or occupation:
Name of firm or employer *General Mills*

Father's title, position or nature of work *Sales work*

Mother's Present Occupation *housewife* Mother's Occupation Before Marriage ______

Father's Birthplace *Wisconsin* Mother's Birthplace *Minneapolis*

Father's Education *through college*

Mother's Education *through college*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1						
2						
3						

Name of preparatory or high school *Marshall High School*

Date of Graduation *May 1947*

Type of course taken *academic* Size of high school senior class *83*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
University of Minnesota	*Sept 47*—	*pre-medical*

If not already attending the University of Minnesota, when do you expect to enter? ______________________

You will find listed below several kinds of leisure time activities. *Draw a circle around each* of the activities *in which you engage* frequently. Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I *Individual Activities—either organized or unorganized*

A Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. *sailing*

B Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies. (specify) ______________________

C. Reading, theatre, concerts, art museums, lecture, dance recitals ______________________

II *Group Activities—either organized or unorganized.*

D (all team sports—such as) Football, baseball, basketball, volleyball, hockey ______________________

E. Dancing, "dates," bridge, poker, picnics ______________________

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc ______________________

G. (Were you, or are you, an active member of any of these organizations). Y M C A or Y.W C A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H S or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc? ______________________

H Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc ______________________

What extra-curricular activities do you expect to participate in at the U of M? (As fraternity, basketball, etc) *intramural basketball*

What types of books or articles interest you? (Fiction, biography, scientific, etc) *Fiction, Biography*

What magazines do you read most frequently? *Saturday Evening Post, Reader's Digest, Life, Rudder*

Answer the following questions *only* if you have attended or are attending a University.

What is (or was) your major? *premedical* What year are you in? *fr.*

How many hours of study do you put in during the week (on the average)? *10*

Are you engaged in any outside work while attending the University? *no*

If so, what is the nature of this work? ______

How much time does it take each week? ______

Who is your employer? ______

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below).

x To get a liberal education
x To prepare for a vocation
___ For the prestige of a college degree
___ To be with old school friends
x To make friends and helpful connections
___ For social enjoyment "college life"
___ Without a college degree (or training) there is less chance of getting a job
___ To please parents or friends, family tradition
___ To learn more of certain subjects
___ It was the "thing to do"
___ Foregone conclusion, I never questioned why
x Will enable me to make more money
x To get a general education

Explanation ______

What other type of training have you considered besides a University education? *Professional school (medical school)*

How does your family feel about college work? (Check one)

____ Doesn't care what you do

____ Opposed to your going to college

_x_ Wants you to go to college

Comments *family quite pleased*

Plans for your financial support in college. (Check one)

_x_ Entirely supported by family

____ Part-time work will be necessary (about how many hours a week?)____

____ Total self-support will be necessary (about how many hours a week?)____

____ G I Bill

____ Vets Rehab Training

____ State Aid

____ Scholarship

____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*)

Firm	*From* *To* (give year & month)	*Nature of Work*	*Salary* (per month)
General Hospital	*June 47–Sept. 47*	*cleaning utensils*	*$125*

Which of these jobs did you like best?____

Why?____

List, *in order of preference*, five occupations in which you would like to earn your living *Do not consider your abilities or job opportunities in making this list* Just consider whether or not you would be happy in the work

	OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1	*Medicine*	*Contacts with people, inherent interest in work*
2	*Business (Advertising)*	*Ideas, personal contacts*
3	*Social work*	*Personal contacts*
4	*Bus personnel work*	" "
5	*Teaching*	" "

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Very indefinite ideas*

It is possible to make a rough classification of occupations in terms of your general interests and abilities In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit

_1_ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc

____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.

____ Occupations involving social service activities, such as Y.W C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc

_2_ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc

_3_ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc

____ Occupations involving executive responsibilities such as director, office manager, foreman, etc

---

What is your present vocational choice? *Medicine*

What other possibilities have you considered? *Advertising* *Law*

When did you make your present choice? (give the year) *1944*

Why did you make this choice (check reason or reasons)

_x_ Family suggestion or tradition

____ Friend's or teacher's advice

____ The vocation of someone you admire or respect

_x_ Suggested by study in school

____ Suggested by study in college

____ A long personal interest in the work

____ It is most profitable financially

____ It is best suited to my abilities

____ Chosen as being most interesting intellectually

____ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain and satisfied_____ Uncertain *x* Very questionable_____

How much information have you about the requirements of the vocation you are choosing? None_____ Some_____ Extensive *x*

What vocation do (or did) your parents want you to follow? *Medicine*

Why? *They consider it a worthy vocation*

We are interested in determining why you have considered your present occupational choice Below write all the things that have happened to you which you think might have influenced your vocational interests If you need more room, use the other side of this paper.

Work in a hospital, parental suggestion, vague idea of mine Nothing concrete upon which to base my choice

Have you any physical disabilities? (describe) *None*

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill

	Age		Age
Whooping cough_____		Malaria_____	
Mumps_____		Chorea (St Vitus Dance)_____	
Measles *x*	*13*	Rheumatic fever_____	
German measles_____		Scarlet fever *x*	*11*
Chicken pox_____		Heart disease_____	
Encephalitis_____ (sleeping sickness)		Nervousness_____	
Epilepsy_____		Sleeplessness_____	
Infantile paralysis_____		Exhaustion_____	
Any other kind of paralysis_____		Hearing defects (specify)_____	
Tuberculosis_____		Typhoid fever_____	
Pneumonia_____		Smallpox_____	
Influenza *x*	*14*	Diabetes_____	
Any unexplained respiratory disorder_____		Stuttering_____	
		Stammering_____	

	Age		Age
Other speech defects____	____	Frequent or persistent headaches____	____
Hernia____	____	Frequent or persistent backaches____	____
Other physical defects____	____	Eye defects (specify) *x myopia*	____
Fainting spells____	____	Others (specify)____	____
Convulsion or fits____	____	____	____
Dizziness____	____	____	____
Tingling____	____	____	____

Comments or remarks:

Myopia, which has been corrected by glasses, is my only physical defect

Underline any of the following words which describe your general make-up

persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

____ Living at home with my family

____ Living in a University Dormitory or Cooperative House.

_x_ Living in a rooming house

____ Living in a fraternity or sorority house

____ Living in the home of an employer, of friends, or of relatives

____ Living in my own apartment

From what person or other source did you hear of the Student Counseling Bureau? *A friend, a senior in high school, who has taken tests for vocational guidance.*

Everyone faces problems throughout his life Some of these problems cannot be solved without help Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned After those problems you have *not* been able to solve adequately, place a check (✓) After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

	Check Here
1. I usually feel inferior to my associates	
2. I have been unable to determine how much time I should study	
3. I have too few social contacts	
4. I have difficulty in making friends	
5. I do not know how to obtain the money I need	
6 I have been unable to determine what I am best able to do	*xx*
7. I do not know how to take good lecture notes	
8. I do not get along well with my parents	
9. I often have difficulty in keeping friends	
10. I am unable to determine what I would like to do	*xx*
11. I have not obtained parental approval of my vocational plans	
12. I do not have enough to talk about in company	
13. I receive inadequate financial help from my family	
14 I do not know how to outline text-book assignments	
15 I am unable to get along with my brothers and/or sisters	
16. I have been unable to make a satisfactory religious adjustment	
17 I am not interested in my studies	
18 I do not have enough information about job opportunities and duties	
19 I am frequently embarrassed when with others.	
20 I usually do not enjoy being with members of the opposite sex	
21 I am unable to do my work well because of too many social activities	
22 I usually do not know how to act in company	
23. I usually cannot read fast enough to cover all of my assignments	
24 I usually have difficulty understanding what I read	

Check Here

25. I do not know what the most appropriate training is for my chosen career . . . ______
26. I do not know if an education is worthwhile ______
27. I feel guilty about something I have or have not done ______
28. I have so much outside work to do that I am neglecting my school work . . . . ______
29. I have trouble making myself study . ______
30. I lack self-confidence . . . . ______
31. I am dissatisfied with my state of health . .. . ______
32. I do not know how to improve my personal appearance ______
33. I do not know how to break certain habits I have . ______

Other problems______

Chief problem *I should like to find what I am best able to do, to confirm my vocational choice or correct it*

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken Write in titles of any courses taken, not listed below

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English	*A*	*A*	*A*	*A*	
Speech					
Journalism					
French					
German					
Spanish		*B*	*B*		
Latin					
Elementary Algebra	*A*				
Plane Geometry		*A*			
Higher Algebra				*A*	
Solid Geometry			*B*		
Trigonometry			*A*		
Ancient History					
Medieval History					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
Modern European History					
English History					
American History			*A*		
C L P.					
Civics					
Social Science					
Sociology					
Economics				*A*	
General Science	*A*				
Biology					
Chemistry				*A*	
Physics			*A*		
Shorthand					
Typing					
Junior Business Training					
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME *John Brown* Case Number *32896*

COLLEGE *S.L A.*

DATE *12/10/47*

Summary.

I *Client's statement of his problem.* Problem remains the same.

II *Clinical data.* The counselee was most interested in a discussion of his test scores. Considerable time was spent at the beginning of the interview explaining to him the purpose and the usefulness of an interest test We then went into a discussion of the Strong interest test, and I pointed out to him that he has no very well crystallized interest pattern. Some effort was made to force out through interviewing interest that he already has He kept maintaining that he could not answer the questions properly because he does not really know what people do in the different occupations mentioned in the test. Finally we got into a discussion of his reading and his favorite subjects in high school. Apparently he much prefers the verbal type of subject, as compared with the technical. It was then pointed out that there was some tiny pattern of interest in the verbal area on the Strong, Group X, but there seemed to be nothing at all in Groups I and II, which are the scientific and technical. He more or less admitted this, but again felt that it was necessary for him to get more information on these occupations. As far as ability was concerned, the counselor more or less assured him that his abilities are very good, and that there is not much doubt in her mind but what he could succeed in any course that he might choose. This seemed especially true in view of his very good high school achievement.

We next went into a discussion of the personality test. The counselor opened this by pointing out to him that he might be a little defensive in answering the interest questionnaire, just as he was in answering the personality inventory. He somewhat rejected this idea and said that he had tried to answer the questions as honestly as he could and believed that the way in which he did answer them was a true picture of himself. The counselor, of course, could not argue with him on this point, although the picture of a defensive individual was picked up from the interview. It is doubtful that this will inter-

fere with his achievement, however, it might be a factor in his own personal comfort, and the extent to which he can enjoy his training and his professional experience He worked as a helper, assisting an orderly in a hospital last year. He says he did not get any great thrill out of working around the hospital, but liked it fairly well. Similarly, he said he was not very excited when he had a chance to work at mathematics, but that he got along in it all right. Throughout the whole interview the counselor had the feeling that the counselee was trying to test the counselor to see how much she could help him, so that it constantly had to be thrown back to the counselee as a problem in which he would have to make a decision It was recommended that he attempt to get more occupational information by talking with professional people, and by reading some occupational information. Interestingly enough, he also pointed out in the interview that money was important to him, that he did like luxurious living, and that there was no point in "selling it down the river."

III *Clinical synthesis of problem* The counselor gained a picture here of a rather sophisticated individual He speaks rather well, and has considerable insight, in a way, about what he expects out of a profession. Nevertheless, she felt that he was so very defensive, that she wasn't gaining much ground with him and that he wasn't coming very close to making a satisfactory decision.

IV. *Diagnosis*. Vocation indecision with some defensiveness noted in the personality traits

V *Counseling techniques and their effectiveness* Information getting and giving, and attempting to get the client to talk about his motivations and desires This latter was probably difficult due in part to his immaturity.

VI. *Prognoses* Prognosis for academic success appears excellent once he has settled on a satisfying curriculum

VII *Follow-up* The counselee will report during exam week to review some occupational information and talk further about his plans. It appears generally, however, that he will continue in the premedical sequence.

12/17/47 John reported according to a scheduled interview to read some of the occupational information materials However, by the time the counselor got to him he had to leave for another appointment, so he was unable to do any of the reading He agreed to come back during the next quarter and spend some time reading materials giving him occupational information.

D S. Form 207

SUMMARY OF INTERVIEWS

NAME *John Brown* Case Number *32896*

COLLEGE *S L A*

DATE *10/28/48*

Summary

I. *Client's statement of his problem* "I've been following the premedical course and doing quite well, but am not deeply interested in it. On the other hand, I have no other interests and I feel uncultured I'm not completely satisfied with the work I am doing and wonder what is the matter"

II *Clinical data* John's poise, superficially at least, is excellent His dissatisfaction seems to be deep With A's and B's in his premedical course, he is not especially satisfied with the choice he has made. This quarter he is trying an economics course simply to see if that awakes some spark of interest in him. His general attitude in this interview was very like that described by the previous counselor last year. He was interested in turning decisions over to the counselor and seeking as much information from him as possible without giving too much information about himself. However, he claims to be free of any family pressure to follow a specified course at the University. His father is a salesman, well-to-do but not outstandingly successful, according to John's report.

John said that he particularly wanted to request the right to take the Strong interest test over again, though he felt that he would show no stronger interest in any field, possibly less. Nevertheless, he was interested in this and wanted to know if it were possible. I arranged for such testing.

John mentioned that he had been referred to me particularly by a friend, a very bright but disturbed student.

III *Clinical synthesis of problem* A good ability student who apparently did not develop any independent thinking on future goals Apparently a personality problem that expresses itself in personal dissatisfaction rather than in inability to perform academically or socially.

IV *Diagnosis.* Self-conflict.

V. *Counseling techniques and their effectiveness* Simple reflection of feeling, restatement of content, some information giving and explanation of test procedure.

VI. *Prognoses.* No problems of academic success, some personal adjustment. Apparently needs considerable review and realignment.

VII. *Follow-up.* Return for testing

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME *John Brown* Case Number *32896*

COLLEGE *S L.A.*

DATE *11/3/48*

Summary:

I. *Client's statement of his problem* As above.

II *Clinical data.* The client asked first for a review of the new and old Strong test results. Actually, what traces of interest appeared before had largely disappeared with nothing better than a weak secondary pattern showing John said that he was not the least bit surprised at this. He then questioned me on what could be the explanation for it. John's defensiveness, I felt, might be dropped somewhat if the counselor showed herself willing to go out on a limb, making guesses for him and giving fairly elaborate information. Therefore, I started by giving him some description of the kind of personal adjustment seen in a number of other students who had shown similar patterns of interest or rather lack of interest. I described in some detail and with illustrations the picture of an individual who was considerably dependent on his family for social and emotional completion. He got a good deal from his family without having to pay back much. He enjoyed this tendency and felt some rebellion which was not shown so much in behavior problems—as being a bad boy—but rather a subtle kind of dragging the heels. He was able to please everyone—his teacher, his family, himself—with good grades without spending much effort on them He would tend to get a good many of his satisfactions in daydreams rather than any rough and ready social adjustment He was quite defensive, and reluctant to admit any problems that are not under his control. He puts on good superior acts before all concerned There were a number of other patterns offered him I indicated that this was rather a composite picture of a number of other people who have been seen at the bureau and he must understand his own position would be a unique one.

John pressed me for additional information, additional counselor diagnoses and guesses till near the end of the interview and then said, "All right, I think I can tell you." He went on to give me what he thought was his own evaluation of himself.

He said he was a spoiled child and glad of it, a boy who has never had any interest in dissecting grasshoppers, who was a runt or at least felt that he was one, whether this was true or not He had always lived in very comfortable accord with his family From 7 to 13 years he spent his summers at boys' camp where he found that he was a physical misfit and found also that he never seemed to belong to the group However, in school he was very definitely teacher's pet. He said that he was an expert apple polisher who got the grades more on this basis than on any real ability or application of it. He read a great deal but it was mostly what he labeled "useless" things Literature like western stories that were not particularly bad, but on the other hand had little worth, interested him He said he tied situations from them into his daydreams and found a little satisfaction in identifying himself with these heroes. As for religion, that was something to which he gave lip service He joined the church at the proper time but felt it had little meaning for him He has a small circle of good friends, but really feels that others don't much care about him. He didn't find within himself any concern to change their attitude. He coasted all the way through high school, and said he accidentally drifted into a managership of a football team. Here he had his first chance to fit into a completely new group, a group he had not grown up with. He rather enjoyed it though he had not made any special effort to get into it. Once in it, however, he did make an effort to get along simply as part of the general need for social graciousness he always feels Among his close friends, he was the last one to begin to date girls. He found it very hard to take this step, but he did force himself to take it, more as a matter of fitting into the general social pattern than with any real interest in it or comfort in the situation. In high school he was also in the band which he rather enjoyed for the music, and in which he felt "people didn't look down on me all the time" He also worked on the Yearbook, but had to push himself to do this Again it was something he pushed himself into on the assumption that it was the normal and the right thing to do. Since he has been at the University, he has done very little except study He has found that for the first time he must study. He feels that in the past year he has lost what little religious faith he had and has a rather indifferent attitude toward it—the attitude of "I don't know, and nobody else does" He says that this is somewhat in conflict with the family pattern, but it is not anything that par-

ticularly conceins his family to the point of it being a subject of aigument. His paients are consideiably oldei and he has always found that he gets along moie easily with adults than with most people of his own age

All this he pouied out during the last few minutes of the interview, and since theie was another client coming in, I had to point out that we had no moie time to give him today, but that I would be glad to go on talking with him about the piesent couise he was in and the possibility of a change in another inteiview He accepted this and said he would like to woik fuithei with me.

III *Clinical synthesis of pioblem.* As above.

IV. *Diagnosis* Self-conflict.

V. *Counseling techniques and their effectiveness* Test inteipietation and inteipietation of behavioi followed by simple recognition of content as client oveiflowed with veibal desciiptions

VI *Prognoses* As above

VII. *Follow-up.* Has appointment foi next week

CASE 2

D S Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *31930*

Date *7/17/47*

Name *Ray Dunn* Interviewer *Jane Wold*

I Client's statement of his problem
II Clinical data
  A From interview
  B From other sources
III Clinical synthesis of problem
IV. Diagnosis
V Counseling techniques and their effectiveness
VI Prognoses
VII Follow-up

I. *Client's statement of his problem.* To confirm the advisability of chemistry as his vocational objective

II. *Clinical data* Ray is a pale, soft spoken, wide hipped student who is beginning to wonder if he is well suited to the study of chemistry. He has never done better than a B in a chemistry course and just recently failed two quantitative chemistry courses. Ray, on the other hand, finds that he does superior work in SLA subjects with not nearly so much effort Also the fact that the area in which he stood highest on the Sophomore Culture Test was the arts has got him to thinking about a possible change of major. However, because he is only four quarters short of graduation, he feels that a change at this time would be impractical

Although Ray has not had a great deal of formal musical training, I gathered that he was quite adroit at the piano—improvising, etc.

Before coming down to the University, he and a pal of his were inseparable His friend was a very bright boy whom Ray seems to admire very much While his friend was accepted by the home town college, Ray was turned down because of his difficulty with

mathematics in his last year of school. Ray now realized that he was very dependent upon his friend. He often catches himself feeling that he could be doing much better if he had his buddy to bolster him up, to talk him out of his periods of depression.

Ray doubts that he puts in a sufficient number of study hours. He seldom gets at his studying until 8 00 P M as his days are filled with work in a tea room (for his room and board), classes plus labs By this time there isn't much zest for studying left. He is almost entirely self-supporting. His father is dead and his mother is working Ray believes that his mother is waiting for the day when he will be out of college, in a position to support her so that she can quit work. Probably there is a close mother-son relationship.

In speaking about his social activities, Ray mumbled so that his speech was often unintelligible He feels that he ought to get out more but states that he cannot afford to date girls

IV. *Diagnosis* Perhaps an unwise vocational choice. Probable emotional personality problems.

D S Form 203
(Revised 1945)

Date *July 18* 19 *47*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student.

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided It is not to be expected that all problems will be solved in a single interview Adjustment in and after school is a continuous process because of the development and experience of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential*

Name *Dunn* (Last) *Ray* (First) *F.* (Middle) Sex *Male*

Present Address *Minneapolis* Phone *LA 4662*

Home Address *Montana*

Age *20* Date of Birth *Dec. 14, '26* Place of Birth *Montana*

Religious Preference *Anglican*

Marital Status Single *x* Married ____ Divorced ____

Widowed ____ Separated ____

Father Living Yes ____ No *x* Mother Living Yes *x* No ____

Check any of the following which are applicable

Parents still married ____ Parents divorced *x*

Parents separated ____ Father re-married ____

Mother re-married ____

If Father not living,
Name and Relationship of Guardian *Mrs M L Dunn* *mother*

Father's Name *Dunn* (Last) *Abraham* (First) Father's Age *44* *when deceased*

Father's Home Address ____ Mother's Age *52*

Father's business or occupation Name of firm or employer ____

Father's title, position or nature of work ____

Mother's Occupation Before Marriage *store clerk*

Mother's Present Occupation *hosiery worker*

Father's Birthplace *England* Mother's Birthplace *England*

Father's Education *grade school, high school, naval school*

Mother's Education *grammar school*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ or Training)
1	*Julia*	*F*	*18*	*1st yr h s*	*no*	*child welfare assistant*
2	*John*	*M*	*17*	*8 yrs grade school*	*no*	*"agent" carnival (concession operator)*
3						

Name of preparatory or high school *Central*

Date of Graduation *June 1945*

Type of course taken *Science, mathematics* Size of high school senior class *100*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc)

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
University of Minnesota	*enrolled at present*	*Chemistry, mathematics,*
Conservatory of Music	*school term '44–45*	*piano*
	earlier piano instruction	

If not already attending the University of Minnesota, when do you expect to enter? ________

You will find listed below several kinds of leisure time activities *Draw a circle around each* of the activities *in which you engage* frequently. Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list

I. *Individual Activities—either organized or unorganized*

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. ______

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.
(specify) *music*

C Reading, theatre, concerts, art museums, lecture, dance recitals

II *Group Activities—either organized or unorganized.*

D (all team sports—such as) Football, baseball, basketball, volleyball, hockey

E. Dancing, "dates," bridge, poker, picnics

F Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc

G (Were you, or are you, an active member of any of these organizations): Y M C A. or Y W C A , Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc.

H Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc

What extra-curricular activities do you expect to participate in at the U of M? (As fraternity, basketball, etc) *none*

What types of books or articles interest you? (Fiction, biography, scientific, etc) *Scientific, biography of some musicians*

What magazines do you read most frequently? *Life, Time*

Answer the following questions *only* if you have attended or are attending a University

What is (or was) your major? *Chemistry* What year are you in? *Jr*

How many hours of study do you put in during the week (on the average)?
12–15

Are you engaged in any outside work while attending the University?
yes

If so, what is the nature of this work? *waiter, helper at a tea room*

How much time does it take each week? *21–26 hours (more during summer)*

Who is your employer? *Mr Bill*

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below)

_____ To get a liberal education
__x__ To prepare for a vocation
_____ For the prestige of a college degree
_____ To be with old school friends
_____ To make friends and helpful connections
__x__ For social enjoyment "college life"
__x__ Without a college degree (or training) there is less chance of getting a job
_____ To please parents or friends, family tradition
__x__ To learn more of certain subjects
_____ It was the "thing to do"
__x__ Foregone conclusion, I never questioned why
__x__ Will enable me to make more money
_____ To get a general education

Explanation____

____

What other type of training have you considered besides a University education?________________________________

____

How does you family feel about college work? (Check one)

_____ Doesn't care what you do
_____ Opposed to your going to college
__x__ Wants you to go to college

Comments______________

____

____

____

Plans for your financial support in college (Check one)

_____ Entirely supported by family
__x__ Part-time work will be necessary (about how many hours a week?)______
__x__ Total self-support will be necessary (about how many hours a week?) *21–25*
(except for tuition and books)
_____ G I Bill
_____ Vets Rehab Training
_____ State Aid
_____ Scholarship
_____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*)

Firm	*From To* (give year & month)	*Nature of Work*	*Salary* (per month)
Farm	*summer months, 3 yrs*	*farmhand*	*$20 plus board mostly*
Restaurant	*1943–44*	*waiter at soda fountain*	*$60 part time*
Varnish Co	*July–Dec. 1945*	*laborer*	*$80*

Which of these jobs did you like best? *The restaurant work*

Why? *I had a job with a certain amount of responsibility and I thought I was getting a lot of money*

List, *in order of preference*, five occupations in which you would like to earn your living *Do not consider your abilities or job opportunities in making this list* Just consider whether or not you would be happy in the work

	OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1	*Assistant research chem*	*I like chemistry (organic)*
2.	*Musician (popular)*	*I like music, piano*
3	*Composer-arranger*	*I like to improvise on piano*
4.	*Writer (sociological problems)*	*I detest race prejudice in any form.*
5.		

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Have a secure and fairly important position on chemical research staff of some company or department of government (natural resources)*

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit

_____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.

_____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work

____ Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

_2_ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc

_1_ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc

_3_ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.

____ Occupations involving executive responsibilities such as director, office manager, foreman, etc

---

What is your present vocational choice? _chemist_

What other possibilities have you considered? _musician_

When did you make your present choice? (give the year) _1941_

Why did you make this choice (check reason or reasons)

____ Family suggestion or tradition
____ Friend's or teacher's advice
____ The vocation of someone you admire or respect
____ Suggested by study in school
____ Suggested by study in college
_x_ A long personal interest in the work
____ It is most profitable financially
____ It is best suited to my abilities
____ Chosen as being most interesting intellectually
____ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for?

Very certain and satisfied____ Uncertain _x_ Very questionable____

How much information have you about the requirements of the vocation you are choosing? None____ Some _x_ Extensive____

What vocation do (or did) your parents want you to follow? _No preference_

Why? _They wanted me to go to University and encouraged me in my choice of chemistry._

We are interested in determining why you have considered your present occupational choice Below write all the things that have happened to you which you think might have influenced your vocational interests If you need more room, use the other side of this paper.

I developed an early interest in chemistry (age 14) and in high school met a boy with interests very similar to mine We still have a laboratory in which both of us worked on original problems (to us) He became my closest friend and I always thought of us working together in the future

Have you any physical disabilities? (describe) *Blind in one eye*

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill

	Age		Age
Whooping cough____	____	Heart disease____	____
Mumps____	____	Nervousness____	____
Measles *x*	*8*	Sleeplessness____	____
German measles *x*	*8*	Exhaustion____	____
Chicken pox *x*	*7*	Hearing defects (specify)____	____
Encephalitis____ (sleeping sickness)	____	Typhoid fever____	____
Epilepsy____	____	Smallpox____	____
Infantile paralysis____	____	Diabetes____	____
Any other kind of paralysis____	____	Stuttering____	____
		Stammering____	____
Tuberculosis____	____	Other speech defects____	____
Pneumonia____	____	Hernia____	____
Influenza____	____	Other physical defects____	____
Any unexplained respiratory disorder____	____	Fainting spells *x*	*13*
Malaria____	____	Convulsion or fits____	____
Chorea (St Vitus Dance) ____	____	Dizziness____	____
		Tingling____	____
Rheumatic fever____	____	Frequent or persistent headaches____	____
Scarlet fever____	____		

	Age		Age
Frequent or persistent backaches____	____	Others (specify)____	
		____	____
Eye defects		____	____
(specify) *x blindness in one eye*	*10*	____	____

Comments or remarks

______

______

______

Underline any of the following words which describe your general make-up:
persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

____ Living at home with my family

____ Living in a University Dormitory or Cooperative House

____ Living in a rooming house

____ Living in a fraternity or sorority house

__*x*__ Living in the home of an employer, of friends, or of relatives

____ Living in my own apartment

From what person or other source did you hear of the Student Counseling Bureau?
Recommended by George and Judy Klare

______

______

Everyone faces problems throughout his life Some of these problems cannot be solved without help. Many times they are very easily solved.

At other times they are solved only after much effort Below are a list of problems with which young people are often concerned After those problems you have *not* been able to solve adequately, place a check (√). After those problems which you would like to discuss with a counselor, place a double check (√√) These will help us to be of greater assistance to you

		Check Here
1	I usually feel inferior to my associates	
2	I have been unable to determine how much time I should study	
3	I have too few social contacts	
4	I have difficulty in making friends	
5	I do not know how to obtain the money I need	
6	I have been unable to determine what I am best able to do	*xx*
7	I do not know how to take good lecture notes	
8	I do not get along well with my parents ...	
9	I often have difficulty in keeping friends	
10	I am unable to determine what I would like to do	
11	I have not obtained parental approval of my vocational plans	
12	I do not have enough to talk about in company	
13	I receive inadequate financial help from my family	
14	I do not know how to outline text-book assignments	
15	I am unable to get along with my brothers and/or sisters	
16	I have been unable to make a satisfactory religious adjustment	
17	I am not interested in my studies	*x*
18	I do not have enough information about job opportunities and duties	
19	I am frequently embarrassed when with others	
20	I usually do not enjoy being with members of the opposite sex	
21	I am unable to do my work well because of too many social activities	
22	I usually do not know how to act in company.	
23	I usually cannot read fast enough to cover all of my assignments	
24	I usually have difficulty understanding what I read	*x*
25	I do not know what the most appropriate training is for my chosen career	

		Check Here
26	I do not know if an education is worthwhile	
27	I feel guilty about something I have or have not done	
28	I have so much outside work to do that I am neglecting my school work	*x*
29.	I have trouble making myself study	*x*
30	I lack self-confidence	*x*
31	I am dissatisfied with my state of health	
32	I do not know how to improve my personal appearance	
33	I do not know how to break certain habits I have	

Other problems *Inability to concentrate on my studies By the time I am ready to begin (8 00 P M) I do not have the interest in the work*

Chief problem *Uncertainty in my choice of vocation*

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken Write in titles of any courses taken, not listed below

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
English	*B Avg*				
Speech					
Journalism					
French	*C Avg*				
German		*C Avg*			
Spanish					
Latin		*C Avg*			
Elementary Algebra	*C*		*C*	*C*	
Plane Geometry		*C*			
Higher Algebra					*C*
Solid Geometry					
Trigonometry					*C*
Ancient History			*B*		
Medieval History			*B*		

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
Modern European History				*B*	
English History		*B*			
American History					
C L P					
Civics					
Social Science					
Sociology					
Economics					
General Science	*B*	*B*			
Biology					
Chemistry				*B*	*B*
Physics			*C*		*C*
Shorthand					
Typing					
Junior Business Training					
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art	*C*				
Music	*B*				
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D S. Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No *31930*

Name *Ray Dunn* College *IT*

Class *Jr* Sex *Male* Age *20*

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
6/45	H S Scholarship *Hamilton, Ont*			
1/46	A C E (1937) *Canada* TOTAL	*101*	*81*	1938 Univ Fr
	Completion	*15*	*45*	1937 SLA GC Fr
	Arithmetic	*22*	*77*	"
	Artificial Language	*22*	*78*	"
	Analogies	*16*	*35*	"
	Opposites	*26*	*66*	"
7/47	Ohio Psych (*18*) TOTAL	*119*	*97 69*	SCB Fr ( )
	Opposites	*32*	*99*	
	Analogies	*47*	*97*	
	Reading Comp	*40*	*88*	
	Miller Analogies ( )			
1/46	Coop Eng (1938-OM) TOTAL	*211*	*73*	1938 SLA GC Fr
	Usage	*97*	*27*	
	Spelling	*31*	*71*	
	Vocabulary	*83*	*98*	
	G E D 1 Eng Expression	S S		Type I Inst
	2 Social Studies	S S		"
	3 Natural Science	S S		"
	4 Literary Materials	S S		"
	Coop Reading Comp TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
1/47	Coop Culture (U)	C S P	45	50	SLA Soph
		H & S S.	46	65	
		Lit	42	68	
		Sci	33	75	
		F A	54	91	
		Math	43	88	
	Minn Clerical Apt	Numbers			Gen Pop-( )-Cler Wrk
		Names			" "
	Minn Personality Inv				
	1 Morale				U of M Fr
	2 Social Adj				
	3 Family				
	4 Emotion				
	5 Econ Cons				

D S Form 207

SUMMARY OF INTERVIEWS

NAME *Ray Dunn* Case Number *31930*

COLLEGE *IT*

DATE *7/25/47*

Summary:

Today our talk began with an interpretation of the Strong test I pointed out that his interests tended to be most like those of men in scientific professional, verbal linguistic and musical occupations. Ray expressed the feeling that his measured interests agreed very well with his own judgment regarding his interests. At some length, however, he tried to get across the idea that he felt that his interest in chemistry was quite different from that of most of his fellow students. Most of them are absorbed in the mathematical phase of chemistry, and he was interested in it mainly from the aesthetic standpoint. He stated that he got quite a bit of pleasure out of the balance

and congruity of a perfect experiment but that he found the quantities of the mathematical aspects of the field dry and unchallenging More and more he finds his dislike for and mediocrity in mathematics to be a progressively more serious disability in the field of chemistry He has found that grades come much easier for him in the social sciences rather than in physics, chemistry, or math. His early enthusiasm in regard to chemistry was generated largely by his contacts with his pal from his home town. Looking back now, he believes that his friend's interests were far different from his He mentioned the fact that often he would be upstairs playing the piano while his friend would be working away with an experiment in the basement laboratory.

In regard to art, Ray remarked that he appreciated art but had no special talent in this area When a young boy, he had given some thought to being a physician but because he had the sight of only one eye, he dismissed this possibility from further consideration In regard to the verbal linguistic interest, Ray stated that he might like to write in connection with his music, but that he would not care to specialize in journalism or English alone

Last year Ray had been telling himself that "well, next quarter I'll really get on the ball" However, when next quarter comes along he ends up with a mediocre grade in his chemistry He finds organic chemistry stimulating, does at least average work in it, but is disinterested in the rest of his chemistry He feels that this is the logical point at which to make a change if he is not going to continue in his chosen field In battling over and verbalizing his feelings regarding a transfer, he seems to favor the idea of going back into a generalized arts course such as the liberal arts curriculum. However, he pointed out that definitely he needed time to think the thing over as this change would result in a loss of credits At the present moment, music would seem to be the best alternative to him However, he is not at all interested in taking formal classes in musical theory, etc. When improvising, he does not like to go by a hard standing rule but instead wants to get more of the feeling into his work He believes that he could probably go into composing and arranging at the present time, and that further college work would not help directly in this line of work. He does want further cultural and background courses Therefore, if he were to decide upon music, he would possibly get a bachelor's degree including philosophy, literature, a few music courses, and then attempt to break into the musical field. He is especially interested in arranging or composing popular music He believes that he is capable of writing a musical critical column The way Ray puts it is "I feel that I have a chance to be above average

in music, but I know that I will never be more than an average chemist, if that." Scholastic achievement has always meant a lot to him and poor performance here last year was a hard blow. He had begun to wonder if he had the capacity to do superior work, and I assured him that it would seem that definitely he had above college level ability.

Certainly more factors than disinterest and lack of ability in mathematics must be taken into account when explaining his under-achievement since coming to the University. One of the most important would be problems of an emotional nature as brought out by the Multiphasic and interview conversation. Since his arrival at the University he has had very little recreation of any kind. He has rationalized this by telling himself that he cannot afford to go out; that he just doesn't have the time to take away from his studies. However, he has found that in his leisure moments, he often dreams of a sunny future and plays the piano rather than utilizing this time for his studies. He feels that his depression and gloom can be traced largely to his vocational indecision. He would like to date girls but is terribly afraid that he will be turned down by them. Ever since his high school days he has felt as though he was considered undesirable in the eyes of most females. Ray thinks that all of his relationships with girls have been on a very superficial level. There evidently have been very few successful experiences, if any, in this area. Because he has not dated girls, he seldom goes out with the fellows except when boys get together for a stag over at the tea room. On the few dates he has been on, he has preferred just talking to the girls rather than dancing or engaging in other organized formal activities.

He seemed to feel that he had profited by talking his problems through and appeared interested in coming in for another talk after returning to the University in the fall. The day of this interview he was to leave for home where he intends to come to some kind of a decision regarding his possible transfer. The problem of practicality also enters into his choice as he feels that he ought to help support his mother as soon as possible. However, he seems to be willing enough to gamble on a broad major, taking chances with music. Undoubtedly he will talk over the the advisability of the change with his boy friend who seems to have had a great influence upon him up to the present time. At the present time his feelings seem to be weighted on the side of a broad liberal program. Certainly past performance and test scores would suggest a significantly better grade record in this type of program. I want to mention that Ray ex-

pressed himself fluently and in a very soft, modulated voice. He seems to have a pleasant sense of humor. He may be back in again.

D S Form 207

SUMMARY OF INTERVIEWS

NAME *Ray Dunn* Case Number *31930*

COLLEGE *IT*

DATE *9/23/47*

Summary:

Ray came in to talk over his summer experiences and his plans for the future. During this summer he worked most of the time as, of all things, a carnival operator. He traveled with a carnival throughout the eastern states, a carnival with which his brother is associated Ray worked as a weight and age guesser In talking about his experiences he laughingly said that most of his friends thought that the job was quite incongruous with his own personality However, he stated that he enjoyed it immensely and felt that it was good for him to get away from the university type of atmosphere. He rather enjoyed scaling his vocabulary down to the two syllable level In addition to being with the carnival, he did spend about four weeks at home and during this time he talked over his vocational plans with his very good friend Ray stated that naturally the boy had felt that Ray ought to continue in chemistry but he himself noted that his interest in his problem was more boy friend oriented than actual interest in his welfare.

I asked Ray just what he had decided to do and he replied that he had come to the decision to give up chemistry and transfer into an SLA liberal arts major. He seems quite relieved that he has finally definitely decided to make the break In regard to setting up a liberal arts major, I referred him to Miss Powers of the senior college S L A. office With his strong interest in the art, music, and linguistic areas, along with his superior academic potentialities, Ray ought to be accepted as good liberal arts material. I asked him just what he would do about the job situation when he graduates from S.L A. He replied that he is most interested in critical writing, or radio script writing of some kind. He mentioned that he knows quite a bit about a particular station in his home town, and that the broadcasting system is quite different there Script material is not paid for by private companies, but rather bought by the broadcasting system itself and then

aired Ray feels that he might be able to work into a setup of this kind where he would be hired by the broadcasting system to write for them What he wants most in college now is a good liberal background, and the liberal arts major should give him that. The Sophomore Culture test already indicates that he is quite well-rounded in this respect. I invited Ray to drop back in and let me know how he is coming along in his new major sequence I will be expecting him to do above average work in his S L A. senior college courses Today he was in a very good mood, and seemed quite optimistic about his future at school

D S Form 207

SUMMARY OF INTERVIEWS

NAME *Ray Dunn* Case Number *31930*

COLLEGE *IT*

DATE *1/9/48*

Summary

Ray came in today just to let me know how things were coming along He finished out the fall quarter in the S.L A. liberal arts program, getting two B's and two C's. He had expected to attain a B average but slipped in some of his finals He finds, however, that he is much more satisfied in his liberal arts program than he was in chemistry and does not seem to regret his decision to make the transfer. He is still a little worried about what he is going to do when he finishes up his liberal arts program which includes some specialization in the English, philosophy and literature areas. He still hopes that he will be able to land some kind of a radio script writing job or some type of writing position in his home town. He mentioned that because of the small population, the openings in this area tend to be of greatest number up in Canada. At least the competition for the openings is not so great. He said he would be in again sometime to let me know how things were progressing Incidentally, a few days after I talked to Ray some woman called me from the Bureau of Loans and Scholarships and said that Ray had submitted my name as a character reference. He had applied for a loan as he is having difficulty getting money. I recommended him as I am quite sure that his character is certainly excellent. I would expect him to continue in S L A and I also think that his grades will probably be picking up considerably. From now on I doubt that he will fall below a B average.

D S. Form 207

SUMMARY OF INTERVIEWS

NAME *Ray Dunn* Case Number *31930*

COLLEGE *IT*

DATE *4/14/48*

Summary:

Ray began by saying that when he had made the appointment he had a need for reassurance regarding the practicality of his liberal arts program, but since the date he had made the appointment, he had talked to Miss Mable Powers over in the S L A. junior college office who is his adviser in a liberal arts program He has received some assurance from her in regard to the vocational possibilities emanating from a liberal arts program She gave him some idea of the kinds of openings that had been offered to liberal arts graduates. Also, Ray has an alternative plan in mind in case he cannot get a job after graduating from S L A at the end of next winter quarter There is a possibility that he might return to his home town and enter the college of education there so that he would be prepared to teach if necessary Actually he would prefer to get into some type of editing, writing, or a related area if at all possible This summer Ray hopes to look into job opportunities in his home area He generally feels that he is much happier in the liberal arts program and studies far more than he did when he was in chemistry.

Last quarter he received a B and a few C's and seems satisfied to do slightly above average work. At the moment there does not seem to be any particular problem. He has not been making any drastic changes in his social adjustment. I doubt that he is doing much in the way of dating, but is still probably going out once in a while with the fellows. Whenever this area is brought up, he usually dismisses it by saying that he just does not have enough money to date girls. At any rate, educationally he seems to be coming along all right and is quite satisfied with himself Ray will probably never be a lady's man but I would guess that he will get along quite well as long as he can find some fellows with interests similar to his.

CASE 3

D S Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *35533*

Date *7/8/47*

Name *Holbein, Kenneth Eugene* Interviewer *A M Christian*

I Client's statement of his problem
II Clinical data
A From interview
B From other sources
III. Clinical synthesis of problem.
IV. Diagnosis
V Counseling techniques and their effectiveness.
VI Prognoses
VII Follow-up.

I. *Client's statement of his problem.* "I want to go to college, and I want to take up social work" He wants college aptitude tests (referred by State Vocational Rehabilitation for this) and information about social work courses at the University.

II *Clinical data*

Disability: spastic—but not severe; most outwardly noticeable in speech (slurred, some jerkiness, some facial contortions) His walking is almost normal He claims he writes legibly but slowly. He has had some physical training since 1937 at the University Hospital Out-Patient Clinic. (Apparent misunderstanding on part of both client and counselor Counselor used words "physical training" State Rehabilitation said University Hospital care for eyes, ears, and throat) He is still going there occasionally He claims he has had no speech training.

Educational record: (according to client) Tenth grade completed, St. Paul High School "About a C average," but the client implied that his record in general was poor—lacked interest and didn't study. He feels it was a serious mistake that he didn't finish school English was his weakest subject—he flunked one semester. He liked history

best—took American and World history. He had one year of general mathematics, no algebra or geometry No shop. He took G.E D 's last week at the Board of Education and scored sufficiently high for a high school equivalence certificate

Employment record since 1942. none.

Claimed vocational choice Social Work Reason. he wants to help others who are like him. "I had a rough time, but I've learned a lot I think I can help others learn what I've learned" This vocational preference is *very recent* as is the idea of going to college This came out of the fact that he had not found employment in other fields Only other claimed previous interest forestry, no reason except that he enjoys woods (he goes to visit relatives in wooded country) and likes hunting and fishing

Attitude toward prospects in college· He is certain he can make the grade. He feels that he has learned his lesson about studying and that previous study habits will not make for difficulty in college

Attitude toward disability. "I can do anything anybody else can, if given a chance" (Cited hunting and fishing as examples He claims hunting and fishing as his hobbies)

He claims that he discussed his vocational preference with two pharmacists, his doctor, his minister, and a few others. They all felt the choice was good.

Appearance Not attractive Although the client was sitting still in a row with other clients waiting for interviews, the counselor immediately picked him out as her spastic case

III *Clinical synthesis of problem* The client, male, 23, single, and a spastic, has recently thought that he wants to be a social worker so that he might help others with problems similar to his own As a result, he wants to go to college in spite of having dropped out of high school at the end of the tenth grade because of lack of interest in school work and his claimed "not very good" scholastic record He therefore plans to attempt to enter the University on the basis of his high school G E D tests plus the college entrance tests which he wishes to take at this bureau. Questions. Of admission to the University, of prognosis on college scholastic achievement, and of feasibility of claimed vocational choice.

IV. *Diagnosis.*

1. The counselor suspects that the client is not of college calibre, unless his disability and/or his adjustment to his disability deceives a person in the original impression of mental capacity, and interfered in high school with his performing up to his ability

2. His claimed vocational choice seems to have a definite emotional basis.

3 He has had little vocational orientation.

4. He may be overcompensating for his disability—"I can do anything anyone else can do, if given a chance" Hence he may still have adjustment problems in relation to his disability.

Questions. What was his school record and behavior? What has he been doing since 1942? What has State Rehabilitation been trying to do on this case? What is State Rehabilitation's thinking regarding the client's present vocational idea? What information can be secured from outside sources regarding social adjustment?

V *Counseling techniques and their effectiveness* Opening—allowed veteran to take the lead.

Reflection—in general, client continued the discussion as the result of reflection.

Some questioning for information on the part of the counselor: "How far did you go through school?" "What sort of grades did you get?" etc

A little interpretation: role of counselor—required by client's very early, "What do you think I should do?", a few statements on the role of vocational tests—again required early by the client's implication that tests tell a person what he should do.

Some vocational information giving—particularly about school courses This was definitely premature in the counselor's opinion, but was forced by the client. The counselor would give just a bit and the client would press for more by direct questions or by returning to course requirements after the conversation had turned to other topics

Selection of tests—college entance tests were checked by the counselor. The client watched the counselor mark them on the card and then the client asked to see the card. *Very* brief outline of the tests by the counselor and the client said he wanted to take others. The selection was made entirely by the client. (He asked also if we had a history test)

The client was in general leading the direction of the interview. The counselor did not follow complete development along client-directed lines, because the counselor had had no pre-clearance from State Rehabilitation and the counselor felt that she had to be on guard that the client did not interpret the counselor's actions and words as an indication of the counselor's approval of the client's going to college and training in social work.

VI. *Prognosis* Too little information at this time to speculate.

VII. *Follow-up* The student is to take the tests next week, and then return to the counselor The counselor will clear with a psychometrist on an individual testing room and testing procedures. An im-

mediate call to the State Vocational Rehabilitation Office must be made—for information on the case, what is desired by State Rehabilitation, etc.

D S Form 208
(Revised 1945)

Date *7/14* 19 *47*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results

Final responsibility for decisions and plans always rests with the person being counseled However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test *All the information is confidential.*

Name *Holbein,* *Kenneth* *Eugene* Sex *Male*
Last First Middle

Present Address *St Paul* Phone *DR 5914*

Home Address *Same*

Age *23* Date of Birth *9/19/24* Place of Birth *Minneapolis*

Religious Preference *Luth*

Marital Status Single *x* Married ______ Divorced ______
Widowed ______ Separated ______

Father Living Yes *x* Mother Living Yes *x*
No ______ No ______

Check any of the following which are applicable:

Parents still married *x* Parents divorced ______
Parents separated ______ Father re-married ______
Mother re-married ______

If Father not living,
Name and Relationship of Guardian ______

Father's Name *Holbein* *Ludwig* Father's Age *52*
Last First

Father's Home Address *Same* Mother's Age *51*

Father's business or occupation Name of firm or employer ______

Father's title, position or nature of work *Mechanic*

Mother's Occupation Before Marriage *Clerk*

Mother's Present Occupation *Housewife*

Father's Birthplace *Minneapolis, Minn*

Mother's Birthplace *Hutchinson*

Father's Education *8 years*

Mother's Education *8 years*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ or Training)
1	*Kurtiss P*	*M*	*18?*	*HS*	*No*	*Killed in action 4/26/45*
2						
3						

Name of preparatory or high school *St Paul, 11th grade*

Date of Graduation *GED test 7/1/47*

Type of course taken________________________________

Size of high school senior class________________________________

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.)

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN

If not already attending the University of Minnesota, when do you expect to enter?________________________________

You will find listed below several kinds of leisure time activities *Draw a circle around each* of the activities *in which you engage* frequently. Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list

I *Individual Activities—either organized or unorganized*

A Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc ________

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.

(specify) *amateur gunsmith*

C. Reading, theatre, concerts, art museums, lecture, dance recitals________________________________

II. *Group Activities—either organized or unorganized*

D (all team sports—such as). Football, baseball, basketball, volleyball, hockey________________________________

E. Dancing, "dates," bridge, poker, picnics________________________

F Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc ____________

G (Were you, or are you, an active member of any of these organizations): Y M.C.A. or Y W.C A , Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc ________________________

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc.________________________

What extra-curricular activities do you expect to participate in at the U of M? (As fraternity, basketball, etc)____________________

What types of books or articles interest you? (Fiction, biography, scientific, etc)____________________

What magazines do you read most frequently?____________________

Answer the following questions *only* if you have attended or are attending a University

What is (or was) your major?________ What year are you in?________
How many hours of study do you put in during the week (on the average)?

Are you engaged in any outside work while attending the University?

If so, what is the nature of this work?____________________
How much time does it take each week?____________________
Who is your employer?____________________

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below)

- ____ To get a liberal education
- __*x*__ To prepare for a vocation
- ____ For the prestige of a college degree
- ____ To be with old school friends
- ____ To make friends and helpful connections
- ____ For social enjoyment, "college life"
- ____ Without a college degree (or training) there is less chance of getting a job
- ____ To please parents or friends, family tradition
- ____ To learn more of certain subjects
- ____ It was the "thing to do"
- ____ Foregone conclusion, I never questioned why
- ____ Will enable me to make more money
- ____ To get a general education

Explanation *To prepare for social service*

What other type of training have you considered besides a University education?____________________

How does your family feel about college work? (Check one)

_x_ Doesn't care what you do

___ Opposed to your going to college

___ Wants you to go to college

Comments________________
____
____
____

Plans for your financial support in college (Check one)

___ Entirely supported by family

_x_ Part-time work will be necessary *first year* (about how many hours a week?)___

___ Total self-support will be necessary (about how many hours a week?)___

___ G I Bill

___ Vets Rehab Training

_x_ State Aid *Last four years*

___ Scholarship

___ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*).

Firm	*From To* (give year & month)	*Nature of Work*	*Salary* (per month)

Which of these jobs did you like best?________________

Why?________________

List, *in order of preference*, five occupations in which you would like to earn your living *Do not consider your abilities or job opportunities in making this list* Just consider whether or not you would be happy in the work

	OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1.	*Social worker*	*This is sort of hard to express*
2	*Game Warden*	*Love of the outdoors and interests*
3	*Forestry*	*In game and forest conservation in Minnesota*
4	*Gunsmithing*	*Full knowledge of arms and ammo*
5	*Sporting goods prop.*	*Full knowledge of arms*

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Social work*

It is possible to make a rough classification of occupations in terms of your general interests and abilities In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit

____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc

3 Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work

1 Occupations involving social service activities, such as Y W C A worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker

____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc

2 Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc

____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc

____ Occupations involving executive responsibilities such as director, office manager, foreman, etc

---

What is your present vocational choice? *Social service*

What other possibilities have you considered? *Forestry*

When did you make your present choice? (give the year) *1947*

Why did you make this choice (check reason or reasons)

____ Family suggestion or tradition

____ Friend's or teacher's advice

____ The vocation of someone you admire or respect

____ Suggested by study in school

____ Suggested by study in college

____ A long personal interest in the work

____ It is most profitable financially

x It is best suited to my abilities

____ Chosen as being most interesting intellectually

x Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for

Very certain and satisfied *x* Uncertain ______ Very questionable ______

How much information have you about the requirements of the vocation you are choosing? None ______ Some *x* Extensive ______

What vocation do (or did) your parents want you to follow? *None*

Why? ______

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests If you need more room, use the other side of this paper

I want to help other persons who are handicapped just as I received help which put me on my feet again.

Have you any physical disabilities? (describe) *Yes Of a spastic nature.*

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill

	Age		Age
Whooping cough ______	______	Any unexplained respiratory disorder ______	______
Mumps ______	______	Malaria ______	______
Measles *x*	*8*	Chorea (St Vitus Dance) ______	______
German measles ______	______	Rheumatic fever ______	______
Chicken pox *x*	*8*	Scarlet fever ______	______
Encephalitis (sleeping sickness) ______	______	Heart disease ______	______
Epilepsy ______	______	Nervousness ______	______
Infantile paralysis ______	______	Sleeplessness ______	______
Any other kind of paralysis ______	______	Exhaustion ______	______
Tuberculosis ______	______	Hearing defects (specify) ______	______
Pneumonia ______	______	Typhoid fever ______	______
Influenza ______	______		

	Age		Age
Smallpox_____	_____	Dizziness_____	_____
Diabetes_____	_____	Tingling_____	_____
Stuttering_____	_____	Frequent or persistent headaches_____	_____
Stammering_____	_____		
Other speech defects_____	_____	Frequent or persistent backaches_____	_____
Hernia_____	_____	Eye defects (specify)_____	_____
Other physical defects_____	_____	Others (specify)_____	
Fainting spells_____	_____	_____	_____
		_____	_____
Convulsion or fits_____	_____	_____	_____

Comments or remarks.

This in my opinion is of a slight nature and it will not handicap me much in school.

Underline any of the following words which describe your general make-up:
persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University

_*x*_ Living at home with my family
_____ Living in a University Dormitory or Cooperative House
_____ Living in a rooming house
_____ Living in a fraternity or sorority house
_____ Living in the home of an employer, of friends, or of relatives
_____ Living in my own apartment

From what person or other source did you hear of the Student Counseling Bureau?_____

Everyone faces problems throughout his life Some of these problems cannot be solved without help Many times they are very easily solved At other times they are solved only after much effort Below are a list of problems with which young people are often concerned After those problems you have *not* been able to solve adequately, place a check (√) After those problems which you would like to discuss with a counselor, place a double check (√√) These will help us to be of greater assistance to you

		Check Here
1	I usually feel inferior to my associates	
2	I have been unable to determine how much time I should study	*x*
3	I have too few social contacts	
4	I have difficulty in making friends .	
5	I do not know how to obtain the money I need	*x*
6	I have been unable to determine what I am best able to do	
7	I do not know how to take good lecture notes	*xx*
8	I do not get along well with my parents	
9	I often have difficulty in keeping friends	'
10	I am unable to determine what I would like to do	
11	I have not obtained parental approval of my vocational plans	
12	I do not have enough to talk about in company	
13.	I receive inadequate financial help from my family	
14	I do not know how to outline text-book assignments	*xx*
15	I am unable to get along with my brothers and/or sisters	
16.	I have been unable to make a satisfactory religious adjustment	
17	I am not interested in my studies .	
18	I do not have enough information about job opportunities and duties .	
19	I am frequently embarrassed when with others	
20	I usually do not enjoy being with members of the opposite sex . . . . ,	
21	I am unable to do my work well because of too many social activities .	
22	I usually do not know how to act in company	
23	I usually cannot read fast enough to cover all of my assignments	

		Check Here
24	I usually have difficulty understanding what I read	
25	I do not know what the most appropriate training is for my chosen career	
26	I do not know if an education is worthwhile	
27	I feel guilty about something I have or have not done	
28	I have so much outside work to do that I am neglecting my school work	
29	I have trouble making myself study	
30	I lack self-confidence	
31	I am dissatisfied with my state of health	
32	I do not know how to improve my personal appearance	
33	I do not know how to break certain habits I have	

Other problems *I think that my main job will be keeping up with the class in taking notes, etc As my writing is slow and painstaking, I also may be a little late in turning in assignments and English themes*

Chief problem ______

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
English	*D*	*D*	*F*		
Speech					
Journalism					
French					
German					
Spanish					
Latin					
Elementary Algebra	*C*				
Plane Geometry					
Higher Algebra					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
Solid Geometry					
Trigonometry					
Ancient History					
Medieval History					
Modern European History					
English History			*C*		
American History	*C*	*C*	*C*		
C L P	*C*				
Civics					
Social Science					
Sociology					
Economics					
General Science	*C*				
Biology					
Chemistry					
Physics			*C*		
Shorthand					
Typing					
Junior Business Training					
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No *35533*

Name *Holbein, Kenneth* College *P C.*

Class ____ Sex *M* Age *23*

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
	H S Scholarship *St Paul*			
7/47	A C E (1937) TOTAL	*37 92*	*5 71*	1938 Univ Fr *timed*
	Completion	*8 18*	*13 64*	1937 SLA GC Fr *unlim-*
	Arithmetic	*14 16*	*47 55*	" *ited time*
	Artificial Language	*6 28*	*5 93*	"
	Analogies	*1 7*	*1 3*	"
	Opposites	*8 23*	*5 52*	"
	Ohio Psych ( ) TOTAL			SCB Fr ( )
	Opposites			
	Analogies			
	Reading Comp			
	Miller Analogies ( )			
7/47	Coop Eng (1938-OM) TOTAL	*126*	*13*	1938 SLA GC Fr
	Usage	*63*	*5*	
	Spelling	*21*	*35*	
	Vocabulary	*42*	*42*	
	G E D			
	1 Eng Expression	S S		Type I Inst
	2 Social Studies	S S		"
	3 Natural Science	S S		"
	4 Literary Materials	S S		"
	Coop Reading Comp TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
	Coop Culture (U) C S P				SLA Soph
		H &S S			
		Lit			
		Sci			
		F A			
		Math			
	Minn Clerical Apt	Numbers			Gen Pop-( )-Cler Wrk
		Names			" "
	Minn Personality Inv				U of M Fr
	1 Morale				
	2 Social Adj				
	3 Family				
	4 Emotion				
	5 Econ Cons				
7/47	*Wechsler*	*Full*	*106*	*105*	
		Verb	*63*	*119*	
		Perf	*43*	*89*	
7/48	*Coop gen sci '34*		*62*	*61 64*	*SLA fr 34, U of M fr*
					nurses

D S Form 207

SUMMARY OF INTERVIEWS

NAME *Holbein, Kenneth Eugene* Case Number *35533*

COLLEGE *pre-college*

DATE *7/8/47 and continued 7/12/47*

Summary:

Telephone report from Mr. Burns of the State Vocational Rehabilitation Department, 813 Metropolitan Life Building, Minneapolis, at request of counselor.

At the request of Mr. Lake, Boys' Counselor at St. Paul High School, the Board of Education gave Kenneth the high school G E D. tests for a high school equivalence certificate. As a result of passing the

G.E.D. tests, Kenneth is "all agog" about going to school and training for social work. Rehabilitation is having him secure information about school chances, etc., by referring him to the Student Counseling Bureau. Mr. Burns does not have the G.E.D. scores at present, but he understands that Kenneth passed "with good scores."

Kenneth seems to have many friends. He goes everywhere and does not seem to be "ashamed of his condition." He has a sense of humor, and after he has once gotten acquainted with a person, he is very informal and is quite funny. One counselor seriously commented that Kenneth would go over well in a circus—all he would have to do is act natural.

The rehabilitation record goes back a number of years. In 1942 the feasibility of vocational training was questioned. Since that time there have been *many* referrals and *many* attempts to place the client. No placement lasted more than a short time. (*E.g.*, NYA, 1943—dropped after a short time because he didn't follow directions. September, 1943—laborer on railroad. He hurt his back. December, 1943—did janitorial work at University Hospital but quit because he was not satisfied with the job. March, 1944—worked two days at Good Will Industries—"too dirty." From August, 1944, to September, 1944—worked as drill press operator. Kenneth was afraid he would injure his hands, and the company laid him off because of insurance problems. From December, 1944, to January, 1945—messenger. He quit to take another job which did not materialize. January, 1945—held a very short term job at Southwest Factory and was laid off. In 1943 he took a state Civil Service test for some type of subinspector and passed. In June, 1944, he passed a federal Civil Service test for messenger. His mother balked at the idea and Kenneth did not forget that for a long time.)

Problems in placement: appearance, employer resistance, physical examinations, and entrance into unions. A job was secured recently with a landscape gardener, but the employer never came to pick up Kenneth, which made the latter feel badly.

Mr. Burns has suggested to Kenneth that he consider using a farm that Kenneth's father and uncle own. The client claims the land is good. Kenneth is not interested in the idea. (Burns suspects that Kenneth does not want to leave town.) The idea was presented that Kenneth likes the out of doors, and that he could be his own boss. The client was interested in ballistics at one time, and has been interested in gunsmith work.

Kenneth was suspended from St. Paul High School on September 24, 1940. (No specific reason given in file.) In March, 1942, his return to high school was considered but dropped.

Kenneth is rather confident of his ability. He was certain that he could pass the G.E.D. tests and Civil Service examinations.

Tests:

A. Public School, when 15 years, 4 months old, in eighth grade

STANFORD ACHIEVEMENT (GRADES 4 TO 9, FORM 3)

	Grade Level
Language	7 2
Paragraph meaning	9 5
Word meaning	9 7
Diction	9 8
Literature	10+
History and civics	10+
Geography	10+
Arithmetic reasoning	9 0
Arithmetic computation	10+
Total	10+
Age equivalent	16 years, 3 months

B Vocational Guidance Center (Minneapolis Public Welfare), February, 1944

	Raw score	Percentile
Pressey classification	48	60
Pressey verification	54	64
O'Connor dexterity finger		1
O'Connor dexterity tweezer		1
Spatial relations		6
Manual dexterity		1
Minnesota paper form board	19	14
Bell adjustment	"good adjustment"	

No clerical test given

At that time—"not much idea of what he wanted to do"

Report from University Hospital, Social Service Division, September 2, 1946:

Came in February 14, 1946, complaining of nervousness. Examination, with diagnosis of cerebral palsy. He was given some medical

attention for ear trouble in 1943 ("Some hearing loss.") His adenoids were removed there in 1940 Rhinoplasty for cosmetic purposes was considered but not performed. Surgery in 1940 to correct eye squint Eye refraction February, 1946, and new lenses for right eye were recommended No vocational tests were given, but in 1939 he was classified as "low average intelligence" University Hospital Number: *530096.*

7/12/47 The counselor talked to Kenneth over the phone regarding the appointment for tests Kenneth was not easy to understand over the phone He volunteered that he had learned his lesson "six years too late" but that he was sure that he could make the grade in college.

D S. Form 207

SUMMARY OF INTERVIEWS

NAME *Kenneth Holbein* Case Number *35533*

COLLEGE

DATE *7/22/47*

Summary:

I *Client's statement of his problem.* Kenneth had two problems that he voiced in relation to going to college—first the possibility that he couldn't be admitted and second, that he would have a problem in writing his English themes and wished there were some way he could get out of taking English, because that is the subject in which he is weak.

II. *Clinical data* Kenneth was insistent throughout the interview that he wanted to go into social work training, that it was the field in which he felt he was best equipped and would be happiest, that he could satisfactorily handle the training, and that there would be more opportunities for employment in that field than in some of the other fields. He thought the main requirement for social workers was understanding and appreciation of others' problems. He felt that he met those requirements The counselor showed him some printed material on social work, but unfortunately the qualifications given were much in line with what the client stated as his feelings of the qualifications of a social worker. She pointed out that social work required work at the graduate level and that competition would be with students above the average college level. The comment the

client made was "the stiffer the competition the better." His only two concerns were his weakness in English and the length of the training course He did some figuring and thought that by going to summer school he could cut down the length of the training, although the counselor pointed out that the vocational rehabilitation division figured on a four-year school term basis and that going to summer school would cut into the length of that training. Kenneth indicated that he thought he could get some financial backing from his church or friends in meeting any extra time requirements in training for social work. Starting job opportunities would be particularly good with churches, he thought. The counselor tried to point out some of the possibly negative points in a social worker's duty such as strain from difficult problems you run into, no indication of what is being accomplished, etc. But Kenneth did not appear to think those were important matters The counselor interpreted the Strong Interest for Kenneth and Kenneth admitted that the results were more or less accurate, but immediately said that he wanted to go into social work. He refused to openly admit that his interests were not as much like persons who are in the social service field as the trades and nonprofessional occupations. He pulled out of his pocket a notebook in which he had recordings of tests of various types of guns that he had made on some of his friends' gun-testing equipment. He said that this was a hobby and nothing more, and that he wanted to be a social worker. The counselor finally frankly pointed out the importance of speech communications in social work Kenneth did not appear to accept his speech difficulty as a hindrance to him in social work He stated that he felt that if he took speech at the University in the very beginning, that he would derive a great deal of benefit The counselor gave him general information about speech requirements, he went back and said again that he wanted to be a social worker. He stated that Dr. Coons whom he used to see over at the hospital and who now has an office of his own knows him better than he knows himself and that Mr. Burns knows him. He suggested that the counselor call Dr. Coons and talk with him.

Kenneth exhibited again some difficulty in stating and expressing his thoughts. The counselor feels that Kenneth could not hold a professional job in which he would be expected to spend a great deal of his time in social communications with others.

Kenneth is going to try to collect some more information on social work and see the counselor next week The counselor pointed out to him that it is customary in vocational planning to consider a variety of occupations, and suggested that he be open to consideration and

do some thinking, before she sees him again, about other occupations besides social work

III *Clinical synthesis of problem* Kenneth, age 23, who has a mild spastic condition, exhibited particularly in speech and some difficulty in movement with his hands, has gotten the idea that he wants to go into social work in order to help other persons Not only did he not have a good scholastic record in high school, but also his college aptitude and general ability tests suggest that he does not have sufficiently high capacity intellectually to offset the problems of his disability. At the present time he is not open to consideration of other occupations but, in spite of all obstacles, insists on professional work

IV *Diagnosis* Vocational interest tests, the recency of Kenneth's expressed interest in social work, and his apparent complete refusal to objectively consider his vocational choice suggest that Kenneth's vocational preference has been on an emotional basis It may well be that his previous difficult time in getting steady employment, plus his scores on the college aptitude test and G E D. tests, and the attraction of going to college and professional training, and the need to show that he can do things make it difficult for Kenneth to view a vocational choice objectively.

V *Counseling techniques and their effectiveness.* At his request, the college aptitude test was interpreted first. The counselor deliberately postponed interpretation of the vocational interest blank until later in the interview in order to have Kenneth view all the angles in relation to social work. The college entrance test and the Wechsler were interpreted in relation to the requirements for graduate work Considerable information about various requirements in social work and in the training requirements was presented. We went over some pamphlets on social work in the hope that it might give him vocational acquaintance with some aspects of the field He asked questions primarily in regard to social work Some reflection of feelings, but relatively few.

7/22/47 The counselor made a telephone report to Mr. Burns of the State Vocational Rehabilitation Department regarding Kenneth immediately after the interview with the client. I thought it was necessary to do this because Kenneth might contact Mr Burns before seeing the advisor again. I reported that Kenneth apparently does not have the intellectual ability to handle the graduate social work training, and questioned very much if he could be employed in the field because of his disability I felt that any employer would be very reluctant to have a person who had such a definite speech difficulty and who would not make a good first impression upon a prospective client Mr. Burns appeared to agree with the counselor, but wondered

if a year of general college would be of value, particularly from the personal adjustment standpoint for Kenneth. He felt that Kenneth would not actually be satisfied until he had found out what college was really like. The counselor agreed that there was value in Mr. Burns's suggestion, although she pointed out that we must be aware that competition with college age students, even socially, could have some harmful effects on Kenneth She suggested that if he did not go to general college, that arrangements be definitely made for corrective speech help at the Speech Clinic. Vocational rehabilitation, of course, cannot finance training in general college and Kenneth would have to finance his own way Mr. Burns commented that he apparently was the first person who pointed out obstacles to Kenneth regarding social work training, and said the comments of the counselor are of help to him in confirming to Kenneth that there are very definite obstacles in his consideration of social work training.

7/28/47. Telephone report from Dr Emil Coons. The counselor called Dr. Coons at Kenneth's suggestion because Kenneth said Dr Coons knew Kenneth better than he did himself. Dr. Coons stated that he has known Kenneth for about ten years. He stated that when Kenneth was about six or seven years old he was tagged with the label of imbecile, was regarded as such, and everyone treated him as such. In 1938 one of the internes in pediatrics at the hospital referred Kenneth to Dr Coons and Dr Coons has continued a rather close contact with Kenneth ever since The interne felt that Kenneth was of higher intelligence than the general label of imbecile, and therefore referred Kenneth to Dr Coons' attention. Dr. Coons early put Kenneth on medication as Kenneth's movements were quite exaggerated, and within three months there was definite improvement. Dr Coons stated that Kenneth's case was both "dramatic and courageous." The boy had had a rough time because of his disability and problem in getting acceptance, but has nevertheless tried to go forward. Kenneth has found that his best way to get social acceptance is through clowning and therefore was in such things as school carnivals, etc. Dr. Coons stated that he has demonstrated great courage in the face of extreme social cruelty He comes to see Dr. Coons now in periods of discouragement only. A brother who was quite bright and socially accepted was killed in the war. That death was quite a severe emotional blow to Kenneth It was also a great blow to the mother, who was extremely disturbed by the occurrence. The mother is a nice person but has not been able completely to accept Kenneth The father is a "good substantial person" who has done a much better job of accepting him Kenneth's speech is much better when he is not in a tense situation and is well acquainted, but when he is tense there are

considerable grimaces Dr. Coons is taking a special interest in Kenneth, and when Kenneth came in lately he spoke of social work. Dr. Coons thought there might be a possibility of giving him a chance at it, particularly if there were any opportunities for Kenneth to work with other persons with cerebral palsy. The counselor did tell Dr. Coons her own feelings as to Kenneth's chance of completing training and getting employment in the field. Dr. Coons was absent from the city for a couple of years during the war, but said that Kenneth said that he worked two years as a courier for the State Department during the war. When he left the job the State Department offered to send him to Europe to continue doing the same work. Dr. Coons does not have actual verification of that employment. Dr. Coons is very much interested in somebody or persons taking a special interest in Kenneth and trying to work out vocational possibilities for Kenneth, and Dr. Coons would be willing to help in any way he can.

7/28/47. The counselor called Mr Burns of the State Vocational Rehabilitation Office and learned that Kenneth had been in to see Mr Burns immediately after the interview with the counselor on July 22. Kenneth told Mr. Burns that he had decided that he wasn't going into social work.

Scores on G E D.	*St Score*
Test I	46
Test II	58
Test III	57
Test IV	53
Test V. ...	58

D S Form 207

SUMMARY OF INTERVIEWS

NAME *Kenneth Eugene Holbein* Case Number *35533*

COLLEGE

DATE *7/29/47*

Summary

I *Client's statement of his problem.* Vocational The client has given up his idea of social work because of the long course. He is wondering about forestry After reviewing courses in forestry and printed material about forestry, he said that there were drawbacks, and dropped the idea of forestry. "Now I'm really on the spot" He expressed the desire to go to general college because of concern about educational background.

II. *Clinical data.* Kenneth stated that he had decided against social work because of the long course, and that he had talked to a number of persons who agreed with him about dropping social work. Because he expressed interest in forestry, the counselor followed along by giving him printed material about forestry, and reviewed with him the course requirements and course information in forestry He rejected forestry, first on the basis that it was on the Farm Campus and that there would be street-car transportation difficulties because it was on that campus. When we reviewed the courses in forestry, he commented, "There seem to be some drawbacks here" He explained the obstacles as being his weakness in mathematics and no chemistry background. Although he did not voice it, the counselor had the feeling that Kenneth was concerned about the technical nature of the courses. Having rejected the idea of forestry, he immediately turned to the question of entering general college He first indicated that he wanted to go to general college to improve his educational background so that he might be admitted to some of the other colleges' training programs. The counselor went over the general college bulletin with him, explained the purpose of general college, and pointed out the state vocational rehabilitation limitations on providing training in general college. He then indicated that his interest in general college was primarily one of getting a better educational background, and furthering his chances of getting a job by the better educational training He admitted that his interest in going to general college was based on his inability to get a job, and that his interest in college training was recent. The counselor asked him point blank if he would take a job if there were some indication of permanency, instead of going to school. Kenneth stated directly that he would accept a job instead of going to school if he had some feeling that the job was going to last. The counselor pointed out that if he was interested in further educational background, there were possibilities of evening courses to improve his education. She asked him to repeat his work experience to date and he stated that most of his work was labor. He listed the following jobs. 1943, messenger for seven or eight months, "general labor or something like that"; 1944, oiler helper—oiling machinery, maintenance work for one year, August, 1945, "truck man." Since that time he has held occasional short-term jobs in construction labor The counselor asked whether he had ever worked outside of the twin cities, and Kenneth said no. He said that he had been offered a job as a messenger for the Army Service Forces in Washington, D.C., that he was all set to go and had his railroad ticket, but that his parents refused to let him go. He said that he had assurance from the Civil Service Commission that the position would eventually turn out to be

permanent. The counselor asked him if he liked messenger work and he said that he thought it was all right She asked him if he thought he would like some sort of job in a shipping and receiving division, and he said that he applied for such a job at one time but was told that he would be ineligible because he did not have a high school education The counselor pointed out that now he could meet that high school graduation requirement.

The counselor went over the detailed physical capacity chart with Kenneth, and he said that he had no limitations in physical activities involving his legs. He admitted limitations only in fingering, hearing, and vision He said that he has a hearing loss in both ears but does not know the extent. He said that it doesn't particularly bother him and the main thing he notices is that he has to sit towards the front in any public meeting room. He said he was a little nearsighted in the right eye, and that he could not "coordinate" his eyes when he tried to move them from side to side. If he wants to look at something to the side of him he must move his head. He hesitated over the factors of cramped quarters and of high places, and then said maybe they were all right He then admitted that he did have some question as to whether he could work under such a situation.

Kenneth said that he thought the immediate thing for him to do was to get together with Mr Burns of the State Vocational Rehabilitation Department and talk further about vocational and educational plans The counselor asked him if he would like to come back again and see her, and Kenneth said he would. An appointment was made for another date.

Kenneth commented that he was really on the spot and didn't know what to do and the counselor reassured him by telling him that she thought he was taking a good approach to his vocational problem by getting vocational information and talking through the occupations

III *Clinical synthesis of problem* This interview was primarily one of information about specific types of courses at the University in order to help Kenneth see what the training courses consisted of On the basis of the information at hand, Kenneth himself rejected his second vocational choice of forestry. Possibility of employment rather than college training was also considered Kenneth admitted that his concern was his educational background and was primarily one because of a previous inability to get a job, and that he would accept a job rather than going on to college if one could be found that would offer permanency

IV *Diagnosis.* Kenneth's interest in going to college is primarily one of trying to find a way to improve his chances of getting a job. Kenneth is aware of his physical limitations but does not want to ad-

mit them in the hope that he can barge his way ahead and get a chance at a job or schooling. Earlier insistence on going into social work, then his idea that he wanted to go into forestry, have probably been based on his belief that his chances of getting somewhere are better if he acts as if there are no problems in the way.

V. *Counseling techniques and their effectiveness.* The two main techniques used were information giving and questioning. Kenneth is not inclined to offer information, or to elaborate his feelings or thinking. Nondirective techniques are therefore not effective with Kenneth. In the previous interview the counselor gave Kenneth a great deal of information about social work requirements, and although he left the interview still thinking and still saying he wanted to be a social worker, he told the State Vocational Rehabilitation Counselor very shortly afterwards that same day that he had decided against social work. When he wanted forestry today, the counselor used the same technique of providing him with printed information about forestry, reviewing the College of Forestry courses with him, or rather letting him read through the courses, and the counselor gave him verbal information about the various types of jobs, etc. The client himself came to the conclusion through his reading that forestry probably was not the thing for him. The same general approach was used regarding general college The techniques of information giving and bibliotherapy seemed to be the best techniques for helping Kenneth to think through his vocational interest to decide the particular type of course he should go into. Questioning also seemed to be necessary with Kenneth, because he does not volunteer information and discards possibilities of limitation by saying he can do it. Use of the physical capacity chart revealed this time physical limitations that Kenneth, in the previous interview, would not admit.

VI. *Prognosis* Kenneth is showing progress in his approach to occupations. If a suitable job could be found for Kenneth, he stated that he would take such employment The counselor is not sure at this time that going to general college is advisable Going to general college would be primarily a morale factor and there may be certain difficulties, including social difficulties, that would arise that might offset possible morale factors. His thoughts of college are recent and seem to be based on previous difficulties in getting a job, it would appear that employment would be a more satisfactory solution for Kenneth.

VII. *Follow-up.* The counselor will contact the State Department Rehabilitation counselor again to see what developed in his interview with Kenneth, also probably contact the rehabilitation division for information and will see Kenneth again next week.

7/29/47. Telephone call to the Child Study Division of the Board of Education· The only record the Child Study Division has of this case is that he was given a revised Stanford-Binet Intelligence test on October 26, 1937 His chronological age was given as 13 years 1 month, his mental age 11 years 10 months, and his IQ 90. He apparently was referred only for the intelligence test. He was at that time attending the Rundquist school

8/47. Mr. Burns told the counselor on her inquiry that Kenneth is trying to get a job with the State Forestry Division on a lower level. Burns has talked with the personnel office. The examination is to come up soon.

8/47. Kenneth called to say he wouldn't be keeping the appointment, because he won't be going to school. He said he is working on getting a job with the State Forestry Division

9/28/47. Kenneth called the counselor today to get information for a veteran friend of his who had only one year of high school—how to get high school G.E.D. tests and information regarding college admission

Alice Christian

CASE 4

D S Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *63125*
Date *2/20/48*

Name *George Jones* Interviewer *D F Nicholas*

I Client's statement of his problem.	IV Diagnosis
II Clinical data	V Counseling techniques and their effectiveness
A From interview	VI Prognoses
B From other sources	VII Follow-up
III Clinical synthesis of problem	

Mr Apostolakos of the Junior College Counseling Office telephoned me on February 18, requesting that I see this boy to see whether or not we could determine the cause of his difficulty in taking examinations. He described the case to me briefly and while my immediate reaction was that it was not a problem involving reading or even necessarily study skills, I said that I would see him

I *Client's statement of his problem.* "I have a tendency to 'blow' in any kind of a test. I just blank out for as much as ten or fifteen minutes at a time, so I never finish the test and I never do as well as I really should I am really not performing up to the level of my ability, but then I never have"

II. *Clinical data* George is now working towards the vocational objective of sales He is somewhat worried about the possibility of a recession coming just at the end of his schooling so that it will be difficult for him to obtain a position at that time Because of this concern he has wondered at times whether it would not be better for him to take a job now and get into a company so that if a recession comes he will be established rather than just starting in A little of this concern is due to the fact that he graduated from high school in

1936, during the previous depression and had some difficulty getting the kind of job he wanted. He worked in a bank for five years before the war but did not like it at all. Before this country entered the war he enlisted in the Air Force. His work with them was the one job experience that he has thoroughly enjoyed to date. Near the end of the war he had an opportunity to take a position with American Airlines, but before he could accept this he was accepted by the U.S. Army Air Force so he had to pass up this opportunity. By the time he got out of the air corps he was beyond the age limit at which American takes on new pilots. However, this does not distress him too much as he feels that he would prefer to keep his flying, which he enjoys greatly, as an avocation rather than making it a life's work. He is a member of the reserve and can fly any time that he wishes. It is especially easy for him since his home is just about a ten-minute ride from the airport.

He feels that he is not working up to his ability in S.L.A. He says that he never has. His grade school and high school teachers always said that he never worked up to his capacity. He himself said that he did not get as good marks as the other members of the crowd that he ran around with during high school days. He felt that possibly it was because he was not very much interested in what he was doing. He does not feel that this factor is operating in his present situation. He reports that he likes to read and that he can read very rapidly, that he has an excellent place to study, that he is interested in all his studies, likes them all and has a great desire to attend college. For this reason he is at a loss to account for his relatively low achievement. He said that the amount of time he is putting in is not producing the results that it should. Last quarter he obtained a D in economics 6 and a D in psychology 1. This quarter he has had three mid-quarter examinations and has "blown up" on all of them. His mind just went blank for long periods of time in all of the exams in mid-quarters. Because he is now at the point where he must apply for entrance into the Senior College, he is somewhat concerned at his low grades. He says he puts in "an awful lot of time," and that he would quit if it weren't for Miss Powers and Mr. Apostolakos. I questioned him about what happened in his psychology course. He said that Dr. Smith, although he was a very good lecturer, had been very difficult for him to listen to. He found Smith's accent quite unpleasant. This he attributes in part to the fact that in his work with the Air Force he had been working with very low-class boys and that he might have formed a prejudice against accents at that time. This prejudice is sufficiently strong to have interfered with the amount of material he learned in the lectures. He said, "It's very silly I know, but I blame my difficulty on that." He

is extremely interested in psychology, saying that his mother is an ex-teacher who knows a great deal about psychology and that he was "really raised on psychology." As an example of his interest in the subject, he mentioned that one Sunday recently he had been studying the section on feeble-mindedness and had become so interested in it that he had spent the entire day studying nothing else, so that he had not completed assignments in courses which he should have completed. He feels that another factor in his poor test performance is the fact that he cannot work under pressure, at least he said that he does not like to work under pressure and does not do his best work under such conditions. Then he said, "Maybe I'm just lazy, but if I'm lazy, I'm certainly working awfully hard at it." In an effort to see whether his study habits were satisfactory or not, he bought the pamphlet by Dr. Wrenn on "How to Study." He followed many of the suggestions in that pamphlet even to the point of keeping a time schedule. He felt that most of the things he was doing agreed with the suggestions made in this pamphlet. Another point he made was that he liked people, likes to talk to people, likes to meet new people and that he also liked to be his own boss as far as his time is concerned. For example, he had a job as a registration officer with the Veterans Administration at the Lake Street office after the war, but he found that eight hours at a desk was too much for him, so he quit that job to go back to college. He said that he likes to be free to do things when he wants to do them, that's why he thinks that he would like sales and traveling, because if he felt like driving all night he could, or if he felt like calling a customer after hours he wouldn't have to stop work just because it was 4.30.

I asked him to describe to me the routine he is following at the present time. He said that he goes home and has lunch about 1:00 and reads the morning paper. Then about 3:00 he begins to study and studies continually until 5:45. After dinner and reading the evening paper, he studies from about 8:00 to 10:00 or 11:00. If something is due the following day he finds he is able to work under pressure until quite late; in fact, at one time he worked on a paper until 4.00 in the morning and was able to do a very creditable job on it. At this point he said, "I've always thought that I couldn't work under pressure but I did then; maybe that isn't it at all." I suggested that he try staying on campus the entire day and doing all of his studying in the daytime hours so that he would have his evenings free to do the kinds of things he enjoys, such as keeping up his social contacts and reading. He felt that this might be a very happy solution to part of his problem. He agreed to try this for a least the following week and to come back on next Friday to report progress. At that time we will investigate specific study problems.

D S. Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No *63125*

Name *George Jones* College *S L A*

Class ____ Sex *Male* Age ____

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
1/36	H S Scholarship		*28*	
	A C E (1937) TOTAL			1938 Univ Fr.
	Completion			1937 SLA GC Fr.
	Arithmetic			"
	Artificial Language			"
	Analogies			"
	Opposites			"
2/48	Ohio Psych (*18*) TOTAL	*93*	*71*	SCB Fr (39)
	Opposites	*23*	*76*	
	Analogies	*29*	*55*	
	Reading Comp	*37*	*76*	
	Miller Analogies ( )			
6/47	Coop Eng (1938-OM) TOTAL	*142*	*21*	1938 SLA GC Fr
	Usage	*16*		
	Spelling	*18*		
	Vocabulary	*63*		
	G E D			
	1 Eng Expression	*59* S S		Type I Inst
	2 Social Studies	*64* S S		"
	3 Natural Science	*61* S S		"
	4 Literary Materials	52 S S		"
	Coop Reading Comp TOTAL			
	Vocabulary			
	Speed			
	Level			

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
4/48	Coop Culture (U)				
	C S P		*41*	*35*	SLA Soph
	H & S S		*45*	*63*	
	Lit		*24*	*15*	
	Sci		*33*	*75*	
	F A		*35*	*56*	
	Math		*16*	*28*	
	Minn Clerical Apt	Numbers			Gen Pop-( )-Cler Wrk
		Names			" "
	Minn Personality Inv				U of M Fr
	1 Morale				
	2 Social Adj				
	3 Family				
	4 Emotion				
	5 Econ Cons				
11/35	*C A R*			*48 5*	
11/35	*C A T*		*56*	*69*	
11/35	*Coop Eng 1935*	*total*	*97*	*38*	
		usage	*72*	*43*	
		spell	*25*	*29*	
3/48	*Wechsler*	*total*	*127*	*122*	
		verb	*61*	*117*	
		perf	*66*	*126*	

D S Form 210 A-47R ( )

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY PROFILE

SCB Case No *63125*

NAME *George Jones* College *S L A* Class ____ Sex *Male* Age ____

DATE	NAME OF TEST		R S	PER-CENTILE	NORM GROUP		10	20	30	40	50	60	70	80	90	
3/48	*Nelson-Denny*	*Total*	*115*	*85*												
		Voc	*51*	*65*												
		Par Comp	*64*	*98*												
3/48	*Allport-Vernon*	*T*	*28*	*50*												
		S	*38 5*	*90*												
		A	*17*	*10*												
		S	*29*	*50*												
		P	*36 5*	*85*												
		R	*31*	*60*												

D.S Form 207

SUMMARY OF INTERVIEWS

NAME *George Jones* Case Number *63125*

COLLEGE

DATE *2/27/48*

Summary.

George was in much better spirits during this interview than he had been the previous week. He opened the interview by saying, "Well, I've made up my mind to stay on the campus and study. I get a great deal more done that way than I do if I study at home. I never realized before how many interruptions there were at home. There were things like telephone calls, running errands for my mother, just talking about things that had happened; oh, lots of little things that happened at home to interfere with my studies. I just didn't realize how much time was taken up with those little odds and ends. I guess I really haven't been spending as much time studying as I thought I had. My staying on the campus all day has been a little bit rough on mother. She didn't realize either how much she was interfering with the amount of work I was getting done. Of course I am still not concentrating as completely as I should. I have a peculiar fascination for planning things. I get an idea of something while I'm studying. I want to do it so I start to plan and my mind gets off the subject. But it's much easier for me to get back on the subject if I am studying on the campus than at home For example, I can get completely wrapped up in psychology, I can just lose myself in it, and I see now that I've been spending a lot of time on sidetracks when I should have been holding to the main problem of getting my studying done."

In a previous interview I had suggested to him that his blocking and going blank during an examination might be a form of running away from a problem which he did not feel able to solve. He went back to this idea in terms of its effect on his studying as well as in taking an examination, and said that he felt many pressures on him to succeed For one thing, his age He feels that he reached the finish rather soon. Then, too, his family makes things very easy for him and he feels that pressure from them, indirect though it may be. Because they are so good to him and make things so easy for him, he has the responsibility to produce and really make a success of his college life. He went on to discuss some of the feelings that this situa-

tion produces in him. He said, "I have a fear that I can't produce. I have a fear too that I can't live up to the expectations of my family, but still I have a lot of confidence in myself. I just can't bring myself to admit that these things are throwing me This has probably been building up over a long period of time I have a poor background to bring to my courses. I never was a very good student in school, you know." Then he went on to say that he had originally planned to take two years of college work, and that in spite of his poor showing so far, he feels that he has gotten what he wants out of college. Another pressure for him to succeed was mentioned when he talked about a close friend of his who had wanted to remain in the armed services because he was afraid that when he got out he would not be able to achieve as high a position in civilian life as he had been able to achieve in the army. George felt responsible for getting this man out of the service and back into civilian life since he had talked over with him how much more desirable it would be to really make a try in civilian life before he gave up entirely. The man now has a fairly good job and is moving along rather well, while George is still in school and has no immediate prospects of getting started on the job. This is just another phase of his feeling of pressure concerning his age and the fact that others of his friends who are his age are already established in business. Then he said, "I've always had the feeling that if I could just find the thing I'm interested in, I could excel" We talked over this matter of the pressures that he feels which may be in a way interfering with his college success, since he does admit having a great fear of not being able to achieve. He says that he gets knots in his stomach, a bad taste in his mouth when he is in a situation which produces tenseness. He has gone to several doctors trying to find the cause of the bad taste in his mouth but they have been unable to discover any physiological basis for it. He said he just has "a jumpy stomach." His father, too, has the same thing, although his father does not show any of the tension that George is showing. In connection with his father's "jumpy stomach," he said that he thought possibly he had inherited this from his father. I suggested that it was more likely that the same pressures which were causing his discomfort might also be operating to influence his father. He said that he could think of nothing in their environment which might be acting on both of them. From this he went back to a discussion of the fact that many of his friends are already established and have homes and families while he is still far from being ready to start out on his own. In connection with home and family I casually mentioned, "You've never said anything about your emotional habits. How are they?" His response was complete withdrawal. He said, "Well, they are not good."

Then he abruptly changed the subject and said, "To come back to my situation here, fear of failure is the big problem that meets me. What do I do about it? I suppose it's possible that my ambition is considerably higher than my energy—whether it's energy or intelligence, I don't know." He seemed considerably concerned about whether or not he really did have the ability to do college work and wondered whether or not there was any way of finding out for sure. He thought possibly he was a little afraid to find out just how he did stand, but this fear of finding out whether or not he could do the thing was one of his causes for the fear and withdrawal in a test situation I recommended that he take the Wechsler-Bellevue Adult Intelligence Scale, a reading test, a study habits inventory and the Allport-Vernon Study of Values, as well as the Strong Interest Test for Men

George raised the question of just how you do go about studying an assignment "so that you are sure that you are getting it, so that you are doing it efficiently." I showed him in some detail one technique for approaching his textbook assignment, and he left with the understanding that prior to our appointment the following week, he would take the tests we had suggested and would attempt to put into practice some of the suggestions given him regarding how to study his textbook assignment.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME *George Jones* Case Number *63125*

COLLEGE *S L A*

DATE *3/5/48*

Summary

George opened this interview with a very optimistic statement, "Well, I have a feeling that things are going to 'come.' I have to get through this quarter first but I really feel as if I'm on the right track now You know, maybe I think I apply my knowledge of psychology more than I really do" He continued to describe his experiences in attempting to put into practice the techniques of studying which we had discussed the previous week. He said that while it took him a little longer, he was convinced that he was getting a great deal more from his reading. He said that he was beginning to think that much of the time he thought he had been reading previously, he really hadn't been reading. His eyes had merely been going down the page

while he himself had been "somewhere else," thinking about other things entirely This new technique seemed to help him keep his mind on what he was doing

He spent much of the rest of the interview hour describing a new idea, a good idea that he had had. There is no sales sequence on campus. The sales club now is very weak and he is working out some sort of an arrangement so that the sales club will be strengthened. He would like to see a representative of the sales field on the placement committee. He would like to have an up-and-coming sales club with sales representatives from industries speaking to them. He himself plans to attend the sales club meeting so that he can meet people in the field and talk to individuals in various fields to find out what is involved in sales, for example sales with heavy machinery as contrasted with sales in the garment industry, or textiles He has been thinking up slogans, posters, etc., to attract all those interested in sales and has arranged an appointment with the head of his department to talk over the possibility of really pushing the sales club on the campus and giving people interested in sales a greater opportunity to get together.

In order to get back to the problem at hand, I asked the question, "What are you doing about your studying now?" He answered that he is staying on campus and that it worked very well. He gets a great deal more work done Then he repeated that it certainly hits his mother. She was the interruption at home and it was a little hard at first for her to admit it, but she's all for it now and likes the idea of his staying here and getting his work done. He said that he had tended to cram before exams, spending the last two or three hours before the exam going through the material and trying to get it all straightened out And, as he said, "It all came out like alphabet soup " Hereafter he plans to get to the examination room on time but not to cram before going to the examination. He feels this will put him in a more relaxed frame of mind. He is already planning his review, preparatory to facing his finals this quarter.

Some of the time during this interview was devoted to discussing the tests he had taken. As far as the Wechsler was concerned, he was not particularly interested in the outcome, other than to say, "Well, did I do all right?" I answered, "Yes, you did very well." He did not push the matter further but seemed to accept the fact that his previous opinion of himself had thereby been verified and that he did have the ability to do the work he was attempting. We mentioned the Wrenn Study Habits Inventory only briefly. He was interested to see that much of his difficulty lies in the areas of reading, note taking, and concentration He was quite aware of this but was interested that the tests verified his previous opinion of one of

his problems. He did very well on the Nelson-Denny Reading Test. When he saw the results of this test he said, "Oh my, and here I was going to blame all my trouble on reading. Now I guess I'll have to look for some other reason." He was very much interested in the Allport-Vernon. I described briefly the general significance of the various scales. When I came to the description of the economic and political scales he responded that those two scales really fit him pretty well. This was interesting in view of the fact that he was significantly high on both of these. He mentioned the fact that he had some conflict in terms of a rather strong religious drive which at times interfered with the things that he wanted to do in terms of economic or political situations. While the religious scale was not significantly high, it was the third highest response made on the Allport-Vernon. He felt that the Allport-Vernon really described him very well and he was somewhat surprised that the conflict between his religious values and his economic and power drive should have been picked up by it. He had scarcely realized these conflicts himself but admitted them freely when he was discussing the tests. Since his Strong Vocational Interest Blank had not been returned at the time of this interview, another appointment was made for the following week, at which time we would continue our discussion of his test results.

D.S Form 207

SUMMARY OF INTERVIEWS

NAME *George Jones* Case Number *63125*

COLLEGE *S L A*

DATE *3/10/48*

Summary:

This interview was devoted primarily to a discussion of the results of the Strong Vocational Interest Test. A strong primary pattern in sales was evident George questioned the meaning of the occupational level score and the masculinity-femininity score. There is a considerable discrepancy between these two on the test, the former being 57 and the latter 37. He interpreted these different scores as a further indication of a previously recognized conflict in which he has many drives toward power and executive responsibility but at the same time finds it difficult to be as "hard boiled" as an executive must be. He gave as an example his experience in selling life insurance. He had a good job, was given a satisfactory period of training,

and on his first visit to a client discovered that the amount of money necessary for the premium would be exactly the amount of money needed for their milk bill. This so disturbed him that he was very much distressed and finally decided he could not continue in insurance selling. He said it was all he could do to keep from turning back his commission on this case. In concluding this interview, George said that he would have to work out some sort of solution to this conflict between his religious and economic values He thought possibly one solution would be to set up two standards—one for his business life and one for his personal life. I suggested that such a setup might not be as satisfactory a solution as making an attempt to resolve the problem in a more constructive fashion He agreed that something better than a split might be desirable and said that that would be something he would have to think through while he is in college as it could not be settled all at once. I agreed with this.

D S Form 207

SUMMARY OF INTERVIEWS

NAME *George Jones* Case Number *63125*

COLLEGE *S L A*

DATE *3/16/48*

Summary.

George came in without an appointment to tell me that he really felt he had the answer to his problem now He said he felt that the chief thing which had hindered him before was simply that he had not prepared properly for the exams. He had gotten through his psychology final with no difficulty whatsoever, feeling very comfortable and secure in the test situation. This was primarily due, he felt, to the fact that he had prepared carefully and systematically for it. However, he had still had considerable difficulty with the economic exam because he had not prepared properly and did not know the material nearly as well as he should have. I personally felt that this was a considerable step forward from the first interview, in which he had been unable to determine any reason whatsoever for the inability to succeed in a test situation. His approach now is a much more positive one. He borrowed a book on how to study, saying that he wanted to get some of the ideas from it during vacation so that he would be ready to start the next quarter.

May 26, 1948

Miss Mabel Powers
151 Physics Building
Main Campus

Dear Miss Powers

The enclosed profile will summarize for you the test data available on George Jones It is interesting to note the relatively high aptitude for college work, as indicated by the Ohio and the Wechsler compared with the somewhat low achievement to date During a series of interviews with George during which time we endeavoured to uncover the possible reason for this, one factor seemed to stand out rather clearly He had always felt that he was studying very hard, and doing all the work that he should do in order to achieve at the college level However, exploration of just what he was doing brought out the fact that he was not in reality spending a very large amount of time on his study He was studying at home with consequent frequent interruptions from the family Also, he was attempting to master his material with one very careful reading Obviously, this did not sufficiently prepare him for his examinations, and he had a great deal of difficulty in taking such exams I have not seen George at all this quarter, but at the close of the winter quarter he stopped in to tell me that he felt much more secure in taking examinations after he had prepared for them properly, and at that time he anticipated a very successful quarter.

It was my impression during the interview that there might be some rather important underlying factors involved in this case, particularly in the relationship with this family However, he resisted all efforts to probe into this area, saying constantly that the adjustment there was quite perfect, so I decided not to try to disturb an area in which he obviously did not wish to work On the surface it would seem that this man should be able to succeed in Senior College Certainly he has a high degree of motivation, and an excellent personality for sales work The Strong Vocational Interest Inventory verifies very clearly his choice of sales as a vocation.

If there is any other information that you need, please let me know and I shall make every effort to get it for you

Cordially yours,

Dorothy Nicholas
Educational Skills Clinic

CASE 5

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *21699*
Date *9/23/43*

Name *Frank Keen* Interviewer *Ruth Johnston*

I Client's statement of his problem
II Clinical data.
  A From interview
  B From other sources
III Clinical synthesis of problem
IV. Diagnosis.
V Counseling techniques and their effectiveness
VI Prognoses
VII Follow-up

I. *Client's statement of his problem* Since this boy expects to go into journalism and because he was advised not to take freshman English until after a year's experience here at the University, he came in to see what courses he should take

II *Clinical data.*

General Ability Low

Achievement Very poor background in English mechanics His vocabulary appears adequate but both usage and spelling are extremely low He says he is very poor in mathematics and that English has always been his best subject

Personality. Appears immature

Vocational Interests· Expressed interest in journalism

IV *Diagnosis.* Possible lack of ability for selected course

V. *Counseling techniques and their effectiveness* The counseling consisted in interpretation of test results and suggesting that he go to General College I suggested the course that he might take there which would help him out with journalism He believes he wants to stay in the Arts College, and I suggested he ask one of the men in the Arts College about the possibility of taking subfreshman English and then taking English 4 winter quarter

Since he has a weakness in the sciences, he thinks he better confine his first quarter to a language and some of the social sciences He thinks he will probably be remaining in school only about two quarters and then the draft will get him.

He will be seeing Mr Jones this afternoon and is still undecided between continuing in the Arts College or going into General College.

VI *Prognosis.* Poor.

VII. *Follow-up* He will be returning later to take the Strong Interest Test, the Ohio Psychological, fill out the individual record form, and will keep in close touch with me, giving reports of how he is getting along or reports of any difficulties that he might be having

September 24, 1943

Dean Royal R. Shumway
219 Administration Building
Main Campus

Dear Dean Shumway:

Frank Keen graduated in the lower one-third of his class at Huron Lake High School, and on objective measures of scholastic ability places about average for University freshmen He has a very weak background in English mechanics

We have no objective measures of vocational interests, but his expressed interests are in journalism and related areas

He has been advised to postpone his freshman English for another year This will be a handicap to him in going into journalism

Yours very sincerely,

Ruth V Johnston
Counselor

D.S Form 207

SUMMARY OF INTERVIEWS

NAME *Frank Keen* Case Number *21699*

COLLEGE

DATE *8/6/48*

Summary.

I. *Client's statement of his problem* The client was referred verbally to us by his advisor in journalism He has been in school seven quarters, lacks honor points for junior standing, got D's in composition courses spring quarter, and was advised by Mr Hahn that he should not major in journalism

No clear-cut statement of the client's problem could be elicited, but he is under the G I. Bill and some line of action seems indicated

II. *Clinical data.* The client was at the Bureau in March of this year to take some tests. He was pressed for time since it was exam week, so he took only the Kuder and the Strong and today is the first time he had been in to learn how the tests came out. This is a good instance of his general irresponsibility.

His claimed and measured interests are so intertwined with his personality and emotional deviate tendencies that it is rather difficult to assess and interpret the interest tests and to know what validity to attach to them

His general ability may be better than ACE suggests. He says he took VA guidance tests at Marshall and did 66 per cent on the Ohio.

An emotional disturbance is quite apparent He finds it difficult to verbalize but does not seem especially reluctant to verbalize Sometimes he does not finish what he starts to say or seems not to know how to finish it. Several times he seemed confused and mixed up as to what tests he had taken and where. He called the VA Guidance Battery G.E.D. tests. Spasmodically his insight is good, but his ideas and conversation are hard to follow. He has a slight tremble when he tries to talk and other nervous traits

His father is a tinsmith and occasionally does contracting for himself Frank is an only child. This summer he is doing work for his father—rather likes it He admitted that that sort of thing helped clear his mind.

He says he has probably never learned responsibility. He says his mother is overanxious, maybe overprotective formerly. But then he decided things were really his own fault, not his mother's. He decided probably she felt that he didn't measure up to her pride, that he was a disappointment.

In high school he was interested in architecture but decided mathematics and science came too hard for him He has some drawing and artistic ability He likes to draw house plans which he says is "probably silly" He knows he daydreams, but "it isn't exactly daydreaming either."

In the service he was an AAF gunner for two years. He saw combat but nothing harrowing. He liked the service. Probably army life was security and regularity to him.

He says his interest in writing developed when he reentered the University after the service He admits being weak in usage and spelling and would make a poor proofreader, but he won't discipline himself to master routine fundamentals. "Isn't the idea the important thing?" Ten years from now he'd like best being a writer—

creative fiction and short story writing "Maybe I'd have to make my living in something else." He can't see advertising—it's too commercial. He goes for intellectual, high-brow literature.

He makes good mid-term grades, then his interest dies out and his grades fall down He studies when and what he feels like. He finds it hard to concentrate and study any great length of time usually. Last year he lived in the stadium and would sit up all night in card games He likes to "make all the spots" on week ends He is a little nervous with strangers but gets along well once acquainted

He says he isn't much interested in graduating. College life is easy and he's not ambitious in a practical way

He liked composition and humanities courses best He has never talked to anyone of his interest in creative writing Journalism would simply be a way to make a living If he had to be a reporter, he guesses he'd choose film and drama work

IV. *Diagnosis* Probably Pd and Sc on MMPI Very irresponsible, free lancer

V *Counseling techniques and their effectiveness* Largely listening, encouraging him to talk, reflecting.

VI. *Follow-up.* Referred to Mental Hygiene Clinic.

D.S Form 208
(Revised 1945)

Date *8* 19 *48*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student.

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the

development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test *All the information is confidential*

Name *Keen* (Last) *Frank* (First) ____ (Middle) Sex *M*

Present Address *Stadium* Phone ____

Home Address *Huron Lake, Minnesota*

Age *22* Date of Birth *Feb 10, 1926*

Place of Birth *Huron Lake* Religious Preference ____

Marital Status Single *x* Married ____ Divorced ____

Widowed ____ Separated ____

Father Living Yes *x* Mother Living Yes *x*

No ____ No ____

Check any of the following which are applicable

Parents still married ____ Parents divorced ____

Parents separated ____ Father re-married ____

Mother re-married ____

If Father not living,
Name and Relationship of Guardian ____

Father's Name *Keen* (Last) *William* (First) Father's Age *60*

Father's Home Address ____ Mother's Age *58*

Father's business or occupation Name of firm or employer *Tinsmith*

Father's title, position or nature of work *Works for himself*

Mother's Occupation Before Marriage *Teacher, Nurse*

Mother's Present Occupation *Housewife*

Father's Birthplace *Minnesota*

Mother's Birthplace *Chicago, Illinois*

Father's Education *Grammar school*

Mother's Education *2 years teachers college*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ or Training)
1						
2						
3						

Name of preparatory or high school *Huron Lake*

Date of Graduation *June 1943*

Type of course taken *Academic* Size of high school senior class *15*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc)

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
University of Minnesota	*Sept–Mar 1943–44*	*Journalism*
University of Minnesota	*Sept 46–Mar 48*	*Journalism*

If not already attending the University of Minnesota, when do you expect to enter? ________

You will find listed below several kinds of leisure time activities *Draw a circle around each* of the activities *in which you engage* frequently. Include both the things you liked to do in High School and the things you like to do now Add any activities in each group that do not appear on the list.

I. *Individual Activities—either organized or unorganized.*

A Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc ______

B Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies. (specify) ________

C. Reading, theatre, concerts, art museums, lecture, dance recitals________

II. *Group Activities—either organized or unorganized*

D. (all team sports—such as) Football, baseball, basketball, volleyball, hockey________

E Dancing, "dates," bridge, poker, picnics *Play hearts*

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc ________

G (Were you, or are you, an active member of any of these organizations) Y M C A. or Y W C A, Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H S or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc ________

H Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc ________

What extra-curricular activities do you expect to participate in at the U of M? (As fraternity, basketball, etc) *None*

What types of books or articles interest you? (Fiction, biography, scientific, etc) *Most good books—mostly fiction*

What magazines do you read most frequently? *Atlantic Monthly, Harper's, New Yorker, Life*

Answer the following questions *only* if you have attended or are attending a University

What is (or was) your major? *Journalism* What year are you in? *2nd*

How many hours of study do you put in during the week (on the average)? *14*

Are you engaged in any outside work while attending the University? *Yes*

If so, what is the nature of this work? *waiting on tables*

How much time does it take each week? *18 hours*

Who is your employer? *fraternity*

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below.

- ____ To get a liberal education
- _x_ To prepare for a vocation
- ____ For the prestige of a college degree
- ____ To be with old school friends
- ____ To make friends and helpful connections
- ____ For social enjoyment, "college life"
- ____ Without a college degree (or training) there is less chance of getting a job
- ____ To please parents or friends, family tradition
- ____ To learn more of certain subjects
- ____ It was the "thing to do"
- ____ Foregone conclusion, I never questioned why
- ____ Will enable me to make more money
- ____ To get a general education

Explanation____

____

What other type of training have you considered besides a University education?____

How does your family feel about college work? (Check one)

- ____ Doesn't care what you do
- ____ Opposed to your going to college
- _x_ Wants you to go to college

Comments________________________

____

____

____

Plans for your financial support in college (Check one)

- ____ Entirely supported by family
- ____ Part-time work will be necessary (about how many hours a week?)____
- ____ Total self-support will be necessary (about how many hours a week?)____
- ____ G I Bill
- ____ Vets Rehab Training
- ____ State Aid
- ____ Scholarship
- ____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*)

Firm	*From* *To* (give year & month)	*Nature of Work*	*Salary* (per month)
Red Earth Canning Co	*Summer 1942*	*manual labor*	*$150*
Mines Experimental Station	*Fall 1943*	*manual labor*	*$60*
Father	*Summers 46, 47, 48*	*tinsmith*	*$240*
Theta Chi House	*Fall, winter 47, 48*	*washed dishes*	*$75*

Which of these jobs did you like best? *tinsmith work*

Why? *Lived at home, good meals*

List, *in order of preference,* five occupations in which you would like to earn your living *Do not consider your abilities or job opportunities in making this list* Just consider whether or not you would be happy in the work

	OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1	*Writing*	*Desire to create*
2	*Architect*	*Desire to create*
3	*Cartoonist*	*Believe I have sense of humor*
4	*Producer*	*Think better things can be produced*
5	*Contractor*	*Like to see new buildings going up*

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Trying to write*

It is possible to make a rough classification of occupations in terms of your general interests and abilities In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit

_____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc

_____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.

_*2*_ Occupations involving social service activities, such as Y W C A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker

_*3*_ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc

_____ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc

_*1*_ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc

_____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? *Journalism*

What other possibilities have you considered? *Architecture*

When did you make your present choice? (give the year) *1943 and 1946*

Why did you make this choice (check reason or reasons)

_____ Family suggestion or tradition

_____ Friend's or teacher's advice

_____ The vocation of someone you admire or respect

_____ Suggested by study in school

_____ Suggested by study in college

_____ A long personal interest in the work

_____ It is most profitable financially

_____ It is best suited to my abilities

_____ Chosen as being most interesting intellectually

_*x*_ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for

Very certain and satisfied_____ Uncertain_____ Very questionable *x*

How much information have you about the requirements of the vocation you are choosing? None_____ Some_____ Extensive *x*

What vocation do (or did) your parents want you to follow? *Open-minded*

Why? *Left choice to me*

We are interested in determining why you have considered your present occupational choice Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper

Thought it would be job enabling me to wear white collar but still not be pinned down to one office or one locality Thought it would be easy way to make a living

Have you any physical disabilities? (describe) *None*

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill

Illness	Age	Illness	Age
Whooping cough *x*	*7*	Hearing defects (specify)____	____
Mumps *x*	*6*	Typhoid fever____	____
Measles *x*	*5*	Smallpox____	____
German measles____	____	Diabetes____	____
Chicken pox____	____	Stuttering____	____
Encephalitis____ (sleeping sickness)	____	Stammering____	____
Epilepsy____	____	Other speech defects____	____
Infantile paralysis____	____	Hernia____	____
Any other kind of paralysis____	____	Other physical defects____	____
Tuberculosis____	____	Fainting spells____	____
Pneumonia____	____	Convulsion or fits____	____
Influenza____	____	Dizziness____	____
Any unexplained respiratory disorder____	____	Tingling____	____
Malaria____	____	Frequent or persistent headaches____	____
Chorea (St Vitus Dance) ____	____	Frequent or persistent backaches____	____
Rheumatic fever____	____	Eye defects (specify)____	____
Scarlet fever____	____	Others (specify)____	____
Heart disease____	____	____	____
Nervousness____	____	____	____
Sleeplessness____	____	____	____
Exhaustion____	____		

Comments or remarks

______

______

______

Underline any of the following words which describe your general make-up

persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University

_____ Living at home with my family

__*x*__ Living in a University Dormitory or Cooperative House

_____ Living in a rooming house

_____ Living in a fraternity or sorority house

_____ Living in the home of an employer, of friends, or of relatives

_____ Living in my own apartment

From what person or other source did you hear of the Student Counseling Bureau?

Mr Hahn, journalism adviser, and VA

Everyone faces problems throughout his life Some of these problems cannot be solved without help Many times they are very easily solved At other times they are solved only after much effort Below are a list of problems with which young people are often concerned After those problems you have *not* been able to solve adequately, place a check (✓) After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you.

	Check Here
1 I usually feel inferior to my associates .	_____
2. I have been unable to determine how much time I should study.	_____
3 I have too few social contacts	_____
4 I have difficulty in making friends	_____
5 I do not know how to obtain the money I need	_____
6 I have been unable to determine what I am best able to do	*xx*

	Check Here
7 I do not know how to take good lecture notes . .	
8 I do not get along well with my parents ..	
9 I often have difficulty in keeping friends .	
10 I am unable to determine what I would like to do . .	*x*
11. I have not obtained parental approval of my vocational plans . .	
12 I do not have enough to talk about in company	
13 I receive inadequate financial help from my family	
14 I do not know how to outline text-book assignments	
15 I am unable to get along with my brothers and/or sisters	
16. I have been unable to make a satisfactory religious adjustment	
17 I am not interested in my studies . .	*x*
18. I do not have enough information about job opportunities and duties	*x*
19 I am frequently embarrassed when with others	
20. I usually do not enjoy being with members of the opposite sex	
21. I am unable to do my work well because of too many social activities . . .	
22 I usually do not know how to act in company	
23 I usually cannot read fast enough to cover all of my assignments	
24. I usually have difficulty understanding what I read	
25 I do not know what the most appropriate training is for my chosen career . . .	
26 I do not know if an education is worthwhile	
27 I feel guilty about something I have or have not done	
28 I have so much outside work to do that I am neglecting my school work . . .	
29 I have trouble making myself study .	*xx*
30 I lack self-confidence . .	
31 I am dissatisfied with my state of health	
32 I do not know how to improve my personal appearance	
33 I do not know how to break certain habits I have .	

Other problems______________________________

____

____

Chief problem______________________________

____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
English	*B*	*B*	*C*	*B*	
Speech					
Journalism					
French					
German					
Spanish					
Latin					
Elementary Algebra	*B*				
Plane Geometry					
Higher Algebra				*C*	
Solid Geometry			*D*		
Trigonometry					
Ancient History	*A*				
Medieval History					
Modern European History			*B*		
English History					
American History		*B*			
C L P					
Civics					
Social Science				*C*	
Sociology					
Economics					
General Science	*B*				
Biology					
Chemistry				*D*	
Physics			*D*		
Shorthand					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
Typing		*C*			
Junior Business Training		*D*			
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing	*B*				
Electricity					
Manual Training—Wood Shop	*B*				
Tin Shop					
Machine Shop					
Automotive Engines					

SUPPLEMENT FOR EX-SERVICE MEN

Training Courses in Service

Course	Date Attended	Service School
Gunnery	*Aug-Sept 1944*	*AAF*

Work Experience in Military Service

Branch	Rank	Duties or Nature of Work	From To (give year & month)
Air Force	*Sgt*	*Gunner—air crew*	*Aug 1944–June 1945*
Air Force	*Sgt*	*Clerk*	*July 1945–Jan 1946*

Do you expect to use any part of your military training in civilian vocation? Yes_____ No *x*

Explanation *Nothing useful studied or practised in service.*

Did you enjoy your military service? Yes *x* No____
If not, what specific phase have you disliked?

x discipline ____ courses
____ regimentation *x* officers
____ food

Are you satisfied with your civilian life so far? Yes *x* No____
If not, what makes you dissatisfied?
____ Lack of understanding of your family, etc.
____ Too much sympathy
____ Loss of comradeship.
____ Others____
Comments____

D S. Form 213-1-47R.

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No *21699*

Name *Frank Keen* College *SLA*
Class *Soph* Sex *Male* Age *22*

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
	H S Scholarship				
	A C E (1937)	TOTAL			1938 Univ Fr
	Completion				1937 SLA GC Fr
	Arithmetic				"
	Artificial Language				"
	Analogies				"
	Opposites				"
	Ohio Psych ( )	TOTAL			SCB Fr ( )
	Opposites				
	Analogies				
	Reading Comp				

DATE	NAME OF TEST	R S	PER-CENTILE	NORM GROUP
	Miller Analogies ( )			
	Coop Eng (1938-OM) TOTAL			1938 SLA GC Fr
	Usage			
	Spelling			
	Vocabulary			
	G E D 1 Eng Expression	S S		Type I Inst
	2 Social Studies	S S		"
	3 Natural Science	S S.		"
	4 Literary Materials	S S		"
	Coop Reading Comp TOTAL			
	Vocabulary			
	Speed			
	Level			
8/48	Coop Culture (U)			
	C S P	*43*	*42*	SLA Soph *3rd qt*
	H. & S S	*47*	*66*	
	Lit	*26*	*21*	
	Sci	*32*	*71*	
	F A	*27*	*33*	
	Math.	*16*	*28*	
8/48	Minn Clerical Apt			
	Numbers	*97*	*69 9*	Gen Pop-( )-Cler Wrk
	Names	*99*	*76 12*	" "
	Minn Personality Inv			U of M Fr
	1 Morale			
	2 Social Adj			
	3 Family			
	4 Emotion			
	5 Econ Cons			
8/48	*Meier Art Judgment*	*96*	*53*	*Sr High*
8/48	*Coop Lit Acq '34*	*28*	*28*	*SLA Fr SLA Soph*

D.S. Form 210A-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY PROFILE

SCB Case No *21699*

NAME *Frank Keen* College *S.L.A.* Class *Fr.* Sex *Male* Age *22*

DATE	NAME OF TEST		R S	PER-CENTILE	NORM GROUP		10	20	30	40	50	60	70	80	90	
	H S Scholarship	*Huron Lake*		*30*												
2/43	ACE (1937)	TOTAL	*76*	*49*												
	Completion		*17*	*57*												
	Arithmetic		*18*	*63*												
	Artificial Lang		*9*	*14*												
	Analogies		*15*	*26*												
	Opposites		*17*	*29*												

8/48	Ohio Psych (18) TOTAL	*100*		*80*	*30*	*SCB 39 Ed Grad*
	Opposites	*25*		*74*		
	Analogies	*32*		*66*		
	Read. Comp	*43*		*96*		
2/43	Coop Eng 1938-OM TOTAL	*130*	*79*	*15*	*13*	*U fr.*
	Usage	*76*	*24*	*11*	*2*	
	Spelling	*12*	*13*	*12*	*12*	
	Vocabulary	*42*	*42*	*42*	*43*	
	Minn Personality					
	1 Morale					
	2 Social Adjust					
	3. Family					
	4 Emotionality					
	5 Econ Conserv					

2/43 Theme H 9-13-43

D S Form 207

SUMMARY OF INTERVIEWS

NAME *Frank Keen* Case Number *21699*

COLLEGE

DATE *8/16/48*

Summary.

I. *Client's statement of his problem* Frank was referred to the Student Counseling Bureau by Mr. Hahn, his adviser in journalism Frank has been doing rather unsatisfactory work in his seven quarters at the University, and he has been advised definitely not to consider majoring in journalism or doing anything further in it

II. *Clinical data* When Frank came in today, he seemed to feel considerably more at ease, verbalized easier, and his whole attitude seemed to be more normal and optimistic. His morale, in general, was considerably better today. He seemed to take a more normal interest in going along with University regulations and making some compromises in order to achieve some degree of success in some kind of practical career and finish at the University For all his interests in literary and artistic things, he scored only average in the Art Judgment test and considerably below average for even S L A. freshmen in literary acquaintances His clerical aptitude is poor, but the Ohio Form 18 does show that he has superior ability. The Multiphasic verifies his emotional and temperamental problems, but points more to psychopathic deviate tendencies than to schizoid tendencies. On the Strong Vocational Interest blank for men he has a rather weak primary pattern in Group 10, a few high specific scores For instance, A for printer, B plus for social science teacher, B plus for musician However, the pattern seems to be pretty much in Group 10. The Mf score is not particularly high. Kuder seems to verify quite definitely his claimed interests, being highest in literary, followed by artistic and persuasive and a high score in the social service area. This boy's living arrangements this year at the University will be much improved since he plans to get a private room. I referred him to the Housing Bureau and gave him some suggestions in regard to making his living arrangements and outside habits more conducive to better work in college. I think he will continue to have trouble with himself, difficulty in making himself study and a tendency to let outside distraction interfere with his school work. However, he has pretty good in-

sight into his nature and the way he is, and to his weaknesses. I suggested that he should get out of journalism and get into a curriculum where he can capitalize on his expressed interests and write at his leisure if he chooses. He may be a person who will not accept discipline to regulations in regard to writing such as you will find in journalism I recommended to him very strongly that he look into the possibility of a humanities major. I referred him to Professor Cunkell This program, after I explained it to him in some detail, seemed to appeal to him quite strongly It is quite possible that he will really do something with it

III. *Clinical synthesis of problem* This is the case of an only child, a boy who never learned to develop any responsibilities, who is quite strongly psychopathic in his personality and temperament Record is one of unwillingness to adapt himself to University regulations and unwillingness to accept the indoctrinization he gets from professors in lecture courses He has an intense desire to write, to express his creative impulses, yet there is a question as to whether he has anything to write about, and it is still a greater question as to whether he has any writing ability This he will probably have to learn for himself

IV *Diagnosis* The problem is largely emotional and social It is vocational in nature but the vocational problem centers around his own temperament and personality.

V *Counseling techniques and their effectiveness* The techniques today consisted of interpretation of tests, advice and recommendation in regard to the college program, information giving regarding humanities as a major, some listening and reflection and clarification of feeling The primary way in which we can help this boy, I think, is to adjust his environment so that he will have good chances for next fall His housing situation should be conducive to study. His University extracurricular life should be carefully guided, and he should avail himself of a major—such as humanities—where he can have room to express himself to a considerable degree Rapport was much better today I think that the client may make a considerable change for the better

VI *Prognoses* The prognosis for a humanities major is fair to good

VII *Follow-up* Follow-up is voluntary, but it would be very advisable to contact the client during the middle of this next year.

CASE 6

D S. Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *34740*
Date *4/23/47*

Name *Guy Stanley Livingston* Interviewer *C W Goulding*

I Client's statement of his problem
II. Clinical data.
A. From interview.
B. From other sources
III. Clinical synthesis of problem
IV Diagnosis
V Counseling techniques and their effectiveness
VI. Prognoses
VII. Follow-up

I *Client's statement of his problem* "I am a pre-vet student in the Agriculture college and am not doing so well. Mr. McFarland suggested that I talk with you to see if my trouble could be worked out."

II *Clinical data* A redhead, quite evidently in an emotional state. He indicated that his whole life had been devoted to the idea of veterinary medicine—nothing else seems worth considering He has recently failed two subjects—economics in fall quarter and psychology in winter quarter He couldn't see the value in economics for his future work. Too late now!

His mother is not living. His father was a veterinarian. Guy worked closely with him from the eighth grade until his father's death two years ago. He is now living with an older brother who is quite successful as a tire distributor for Ford

Of late he has been unable to buckle down to studying Thoughts flit through his head—of a happy childhood, of experiences way back. He has a good memory.

At the age of 24 it is about time he was on the way to a definite goal No, he didn't want to verify his interests. He ought to know himself at this age.

He made out all right at junior college—always made B's and C's without too much trouble Why not here? I explained the difference in competition, etc.

He wants to retake economics and qualitative chemistry this summer and bring his honor points up this quarter. He guessed he'd wait until the end of the quarter before using our facilities. He got up to leave.

"Tell me more about the lack of concentration Is it always with you?" "No, but it's getting worse." "How about working on that right now?" "How?" I suggested the Multiphasic test of personality and its purposes. He jumped at it and will return for testing

III. *Clinical synthesis of problem* There is no use trying to consider alternatives to veterinary medicine at this point The father perhaps expected it. His entrance test data were very weak. He is unwilling to check further on his aptitudes at this time

IV. *Diagnosis* He is emotionally upset Unwise vocational choice.

V. *Counseling techniques and their effectiveness* We should consider personal adjustment first with the idea of later coming around to an alternative for pre-veterinary medicine as he sees things more clearly and realizes his own limitations.

VI. *Prognosis* Probable drop impending from pre-veterinary medicine

4/27/47. Phone call to McFarland. He said the student would have to make good this quarter or probably be dropped by the Student Work Committee Any course of action we suggested would be carefully considered by McFarland and favorable action recommended to the Committee.

D.S Form 208
(Revised 1945)

Date *April 23* 19 *47*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results

Final responsibility for decisions and plans always rests with the person being counseled However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided It is not to be expected that all problems will be solved in a single interview Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test *All the information is confidential*

Name *Livingston* *Guy* *Stanley* Sex *Male*
Last First Middle

Present Address *Minneapolis* Phone *DE-4496*

Home Address *Fairmont, Minnesota*

Age *24* Date of Birth *4/29/23* Place of Birth *Fairmont*

Religious Preference *Protestant*

Marital Status Single *x* Married ___ Divorced ___
Widowed ___ Separated ___

Father Living Yes *x* No ___
Mother Living Yes ___ No *x*

Check any of the following which are applicable

Parents still married ___ Parents divorced ___
Parents separated ___ Father re-married *x*
Mother re-married ___

If Father not living,
Name and Relationship of Guardian ___

Father's Name *Livingston* *Guy* *F.* Father's Age *59*
Last First Middle

Father's Home Address *Fairmont, Minnesota* Mother's Age *47*

Father's business or occupation· Name of firm or employer *Veterinarian*

Father's title, position or nature of work *Practice, mainly of large animals, but work with small animals also*

Mother's Occupation Before Marriage *Clerk*

Mother's Present Occupation *Deceased*

Father's Birthplace *Mountain Lake, Nebraska*

Mother's Birthplace *Crystal, Missouri*

Father's Education *Mountain Lake High School—Grad., Kansas City Veterinary College*

Mother's Education *Through 11th grade high school, Business College*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ or Training)
1	*Donald H.*	*M*	*26*	*1 yr col-*	*Yes*	*Manager, tires*
2				*lege at*		*sales Ford*
3				*U of M.*		*garage*

Name of preparatory or high school *Fairmont High*

Date of Graduation *June, 1941*

Type of course taken *College preparatory* Size of high school senior class *96*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
Minn School of Business	*Sept 41–July 42*	*Gen business*

If not already attending the University of Minnesota, when do you expect to enter?

You will find listed below several kinds of leisure time activities *Draw a circle around each* of the activities *in which you engage* frequently Include both the things you liked to do in High School and the things you like to do now Add any activities in each group that do not appear on the list

I. *Individual Activities—either organized or unorganized*

A Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc *canoeing*

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies.
(specify) *photography*

C. Reading, theatre, concerts, art museums, lecture, dance recitals ____

II *Group Activities—either organized or unorganized*

D (all team sports—such as) Football, baseball, basketball, volleyball, hockey *tennis*

E. Dancing, "dates," bridge, poker, picnics ____

F Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc ____

G (Were you, or are you, an active member of any of these organizations) Y M C A or Y W C A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H S or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc ____

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc ____

What extra-curricular activities do you expect to participate in at the U of M? (As fraternity, basketball, etc) *None*

What types of books or articles interest you? (Fiction, biography, scientific, etc) *Fiction, biography*

What magazines do you read most frequently? *Life, Time, Leatherneck, Sports Afield*

Answer the following questions *only* if you have attended or are attending a University

What is (or was) your major? *Pre-veterinary*

What year are you in? *Soph*

How many hours of study do you put in during the week (on the average)? *15*

Are you engaged in any outside work while attending the University? *F & W but not now*

If so, what is the nature of this work? *Waiter at 3d floor, Coffman Union*

How much time does it take each week? *about 3 hours*

Who is your employer? *James Felber*

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below)

____ To get a liberal education
_x_ To prepare for a vocation
____ For the prestige of a college degree
____ To be with old school friends
____ To make friends and helpful connections
____ For social enjoyment, "college life"
____ Without a college degree (or training) there is less chance of getting a job
____ To please parents or friends, family tradition
_x_ To learn more of certain subjects
____ It was the "thing to do"
____ Foregone conclusion, I never questioned why
____ Will enable me to make more money
____ To get a general education

Explanation *I had decided it long before I knew of college life, connections, prestige, tradition, and money*

What other type of training have you considered besides a University education? *None*

How does your family feel about college work? (Check one)

____ Doesn't care what you do
_x_ Opposed to your going to college
____ Wants you to go to college
Comments________

Plans for your financial support in college (Check one)

____ Entirely supported by family
_x_ Part-time work will be necessary (about how many hours a week?)____
____ Total self-support will be necessary (about how many hours a week?)____
_x_ GI Bill
____ Vets Rehab Training
____ State Aid
____ Scholarship
____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*)

Firm	*From To* (give year & month)	*Nature of Work*	*Salary* (per month)
Guy F Livingston	*1935–1942*	*Veterinary work*	*$42*
State Highway Dept	*7/38–8/38*	*Flagger*	*$6 a day*
Peter Hanson	*8/40–9/40*	*Harvest hand*	*$50*
Lakeview Hotel	*11/41–6/42*	*Clerk*	*$30*
Gordon Freight Lines	*3/46–6/46*	*Biller*	*$30*
O J. Johnson	*8/46–8/46*	*Harvest hand*	*$150*
Blake's Garage	*9/46–10/46*	*Laborer*	*$200*
Coffman Union	*10/46–3/47*	*Waiter*	*$30*

Which of these jobs did you like best? *Veterinary work*

Why? *I planned on entering college and studying vet-medicine*

List, *in order of preference*, five occupations in which you would like to earn your living *Do not consider your abilities or job opportunities in making this list* Just consider whether or not you would be happy in the work.

	OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1	*Vet-medicine*	*Worked with veterinarian*
2	*Farming*	*Outside, on my own—cattle*
3		
4		
5		

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Travel in U.S. and live in northern Minnesota*

It is possible to make a rough classification of occupations in terms of your general interests and abilities In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit

3 Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc

_2_ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work

____ Occupations involving social service activities, such as Y W C A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker

____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.

_1_ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc

____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc

____ Occupations involving executive responsibilities such as director, office manager, foreman, etc

---

What is your present vocational choice? _Pre-veterinary medicine_

What other possibilities have you considered? _Dairy husbandry_
Animal husbandry

When did you make your present choice? (give the year) _1936_

Why did you make this choice? (check reason or reasons)

____ Family suggestion or tradition

____ Friend's or teacher's advice

_x_ The vocation of someone you admire or respect

____ Suggested by study in school

____ Suggested by study in college

_x_ A long personal interest in the work

____ It is most profitable financially

_x_ It is best suited to my abilities

____ Chosen as being most interesting intellectually

_x_ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for

Very certain and satisfied _x_ Uncertain ____ Very questionable ____

How much information have you about the requirements of the vocation you are choosing? None ____ Some ____ Extensive _x_

What vocation do (or did) your parents want you to follow? *Farming and business*

Why? *Veterinary medicine was to my parents a very hard life. I believed them, but I wanted to study veterinary medicine.*

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests If you need more room, use the other side of this paper

Worked with veterinarian. Member 4H Club Worked with animals—met many farmers.

Have you any physical disabilities? (describe) *None*

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough *x*	*3*	Chorea (St Vitus Dance) ___	
Mumps ___		Rheumatic fever ___	
Measles ___		Scarlet fever ___	
German measles ___		Heart disease ___	
Chicken pox *x*	*2*	Nervousness ___	
Encephalitis ___ (sleeping sickness)		Sleeplessness ___	
Epilepsy ___		Exhaustion ___	
Infantile paralysis ___		Hearing defects (specify) ___	
Any other kind of paralysis ___		Typhoid fever ___	
Tuberculosis ___		Smallpox ___	
Pneumonia *x*	*20*	Diabetes ___	
Influenza ___		Stuttering ___	
Any unexplained respiratory disorder *x*	*20–24*	Stammering ___	
		Other speech defects ___	
Malaria ___		Hernia ___	

	Age		Age
Other physical defects____	____	Frequent or persistent backaches____	____
Fainting spells____	____	Eye defects (specify) *Astigmatism*	____
Convulsion or fits____	____	Others (specify)____	
Dizziness____	____	____	____
Tingling____	____	____	____
Frequent or persistent headaches____	____	____	____

Comments or remarks:

______

______

______

Underline any of the following words which describe your general make-up
persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University

____ Living at home with my family

____ Living in a University Dormitory or Cooperative House.

__*x*__ Living in a rooming house.

____ Living in a fraternity or sorority house

____ Living in the home of an employer, of friends, or of relatives

____ Living in my own apartment.

From what person or other source did you hear of the Student Counseling Bureau?

Assistant Dean Keith McFarland, St Paul Campus

______

______

Everyone faces problems throughout his life. Some of these problems cannot be solved without help Many times they are very easily solved At other times they are solved only after much effort Below are a list of problems with which young people are often concerned After those problems you have *not* been able to solve adequately, place a check (✓) After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you

		Check Here
1	I usually feel inferior to my associates	
2	I have been unable to determine how much time I should study	
3	I have too few social contacts	
4	I have difficulty in making friends	
5	I do not know how to obtain the money I need	
6.	I have been unable to determine what I am best able to do	*xx*
7	I do not know how to take good lecture notes	*x*
8	I do not get along well with my parents	
9	I often have difficulty in keeping friends	
10	I am unable to determine what I would like to do	
11	I have not obtained parental approval of my vocational plans	
12	I do not have enough to talk about in company	*x*
13	I receive inadequate financial help from my family	
14	I do not know how to outline text-book assignments	
15	I am unable to get along with my brothers and/or sisters	
16	I have been unable to make a satisfactory religious adjustment	
17	I am not interested in my studies	
18.	I do not have enough information about job opportunities and duties	
19	I am frequently embarrassed when with others	
20	I usually do not enjoy being with members of the opposite sex	
21	I am unable to do my work well because of too many social activities	
22.	I usually do not know how to act in company	
23	I usually cannot read fast enough to cover all of my assignments	*x*

	Check Here
24. I usually have difficulty understanding what I read	
25. I do not know what the most appropriate training is for my chosen career	
26 I do not know if an education is worthwhile	
27 I feel guilty about something I have or have not done	
28. I have so much outside work to do that I am neglecting my school work	
29 I have trouble making myself study	*xx*
30 I lack self-confidence	
31 I am dissatisfied with my state of health	
32 I do not know how to improve my personal appearance	
33 I do not know how to break certain habits I have	

Other problems____________________

Chief problem____________________

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
English		*D*	*D*		
Speech					
Journalism					
French					
German					
Spanish					
Latin					
Elementary Algebra					
Plane Geometry		*D*			
Higher Algebra					
Solid Geometry					
Trigonometry					
Ancient History		*C*			

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Medieval History		*C*			
Modern European History		*C*			
English History		*C*			
American History		*C*			
C L P					
Civics					
Social Science		*D*			
Sociology					
Economics					
General Science					
Biology		*C*			
Chemistry				*C*	
Physics			*D*		
Shorthand					
Typing					
Junior Business Training				*C*	
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing	*C*				
Electricity					
Manual Training—Wood Shop					
Tin Shop	*C*				
Machine Shop	*C*				
Automotive Engines					

SUPPLEMENT FOR EX-SERVICE MEN

Training Courses in Service

Course	Date Attended	Service School
Basic Training	*Aug 16–Sept 9*	*U.S. Marine Corps Base*

Work Experience in Military Service

Branch	Rank	Duties or Nature of Work	From To (give year & month)
U S Marine Corps	*PFC*	*Personnel clerk*	*Sept 42–Sept. 43*
U S Marine Corps	*PFC*	*Battalion clerk*	*Sept 43–Apr 44*
U S Marine Corps	*Corp*	*Battalion clerk*	*Apr 44–June 45*

Do you expect to use any part of your military training in civilian vocation?

Yes_____ No *x*

Explanation *I am studying pre-veterinary medicine At the present time I cannot see any connection*

Did you enjoy your military service? Yes *x* No_____

If not, what specific phase have you disliked?

_____ discipline
_____ regimentation
_____ food
_____ courses
_____ officers

Are you satisfied with your civilian life so far? Yes *x* No_____

If not, what makes you dissatisfied?

_____ Lack of understanding of your family, etc.
_____ Too much sympathy.
_____ Loss of comradeship.
_____ Others_____

Comments_____

D S. Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No *34740*

Name *Guy Stanley Livingston* College *Pre-veterinary*

Class *S* Sex *Male* Age *24*

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
6/41	H S Scholarship *Marshall,*			*11*	
4/41	A C E (1937) *Minn*	TOTAL	*69*	*38*	1938 Univ Fr
	Completion		*13*	*33*	1937 SLA GC Fr
	Arithmetic		*12*	*39*	"
	Artificial Language		*15*	*45*	"
	Analogies		*16*	*35*	"
	Opposites		*13*	*16*	"
8/47	Ohio Psych ( )	TOTAL	*84*	*55*	SCB Fr *(39)*
	Opposites		*22*	*54*	
	Analogies		*25*	*42*	
	Reading Comp		*37*	*76*	
	Miller Analogies ( )				
4/41	Coop Eng (1938-OM)	TOTAL	*97*	*4*	1938 SLA GC Fr
	Usage		*64*	*6*	
	Spelling		*15*	*18*	
	Vocabulary		*18*	*4*	
	G E D				
	1 Eng Expression		S S		Type I Inst
	2 Social Studies		S S		"
	3 Natural Science		S S		"
	4 Literary Materials		S S		"
	Coop Reading Comp	TOTAL			
	Vocabulary				
	Speed				
	Level				

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
	Coop Culture (U)			SLA Soph
	C S P			
	H & S S			
	Lit			
	Sci			
	F A			
	Math			
	Minn Clerical Apt			Gen Pop-( )-Cler. Wrk
	Numbers			" "
	Names			" "
	Minn Personality Inv			U of M Fr
	1 Morale			
	2 Social Adj			
	3 Family			
	4 Emotion			
	5 Econ Cons			
8/45	*Johnson Sci*	*29*	*10*	*Ag Fr*
	Co-op Alg	*8*	*11*	*Ag Fr.*

D S Form 207

SUMMARY OF INTERVIEWS

NAME *Livingston, Guy Stanley* Case Number *34740*

COLLEGE

DATE *5/5/47*

Summary

I *Client's statement of his problem* Same as last interview.

II *Clinical data* He returned to check over the Multiphasic results Aside from the high Mf, nothing is out of line He said he has always loved music and art He gave up music lessons quite a while back and has always regretted it He might take piano lessons again this summer He mentioned the fact that he liked woodwork-

ing also He is able to study a little better now. He is carrying sociology, organic chemistry I, elements of dairying, dairy cattle judging, and poultry husbandry. I asked him if he had thought any further about future plans. He said he had He might take a sales job with a veterinary supply company, since he likes to travel and has plenty of practical background. He has thought of transferring to North Dakota State where he would have less competition and would take dairy or animal husbandry (He always got along well at junior college, a smaller school)

He will check with us again at the end of the quarter regarding possible interest and aptitude tests. He wanted to know if the University would let him repeat a course for the third time if he had failed it twice. I suggested that perhaps that subject might be out of line with his aptitudes or interests under those circumstances It's just that he's so slow, he replied.

III. *Clinical synthesis of problem.* The student is beginning to realize the real situation and he is thinking vaguely of alternative plans. At the end of the quarter he should be amenable to further counseling

IV. *Diagnosis.* Unwise vocational choice

V. *Counseling techniques and their effectiveness* I encouraged consideration of alternate plans to veterinary medicine. The client was much more relaxed this time.

VI. *Prognoses* Drop from Agriculture College.

VII *Follow-up.* At the end of the quarter

May 5, 1947

Mr Keith McFarland
Assistant to the Dean
202 Administration
St. Paul Campus

Dear Mr. McFarland:

Guy Stanley Livingston returned for another interview today

The Multiphasic showed no deviate scores other than the high Mf factor, in line with his expressed musical and aesthetic interests He is beginning to realize the situation, since he volunteered at least two alternates he has in mind—one is to sell veterinary supplies for a company where his practical background and training would do him some good Another possibility is a transfer to North Dakota State College with a major of dairy or animal husbandry. There the competition might be easier for him. The veteran is not ready to do any further testing at the present. As he put it, "My feelings are so strong for veterinary medicine, they must wear off gradually." However, he did

show considerable interest in getting further help at the end of the present quarter

Guy seemed much more relaxed today and better able to consider the situation objectively.

Sincerely yours,

C W Goulding
Counselor

June 11, 1947

Mr Guy S Livingston
Fairmont,
Minnesota

Dear Mr Livingston

Now that the spring quarter is completed I should be interested to learn of your status and anticipation of plans for the coming year If we can be of further assistance to you in working out your further plans, do not hesitate to make another appointment at your convenience, either now or next fall before registration

Sincerely yours,

C W Goulding
Counselor

Fairmont,
Minnesota
August 3, 1947

Mr C W Goulding
101 Eddy Hall
University of Minnesota
Minneapolis, Minnesota

Dear Mr Goulding·

I would like to make an appointment with you for one or two days during the week of August 23d through the 28th

I have had no other opportunity during the summer months to contact you personally

If you could inform me of a date which you might set aside for me, I will be at your office with seriousness and my future in mind

Respectfully yours,

G. Stanley Livingston

Mr G Stanley Livingston
Box 27
Fairmont, Minnesota

Dear Mr Livingston

Thank you for your letter of August 3d As requested, we have made an appointment for you on Tuesday, August 24th, at 1 P M

We are enclosing an appointment slip which you will present upon your arrival here

If, for any reason, you are unable to keep this appointment, please let us know well in advance.

Sincerely yours,

Dina Burgin,
Secretary

D S. Form 207

SUMMARY OF INTERVIEWS

NAME *Livingston, Guy Stanley* Case Number *34740*

COLLEGE

DATE *8/24/47*

Summary

I *Client's statement of his problem.* The same as previous interviews.

II. *Clinical data.* The veteran returned at the end of the summer as promised to check the results of the testing arranged last June He had just returned from a long canoe trip and was in very good spirits, though somewhat concerned about the likelihood of being refused admission to the agricultural school this fall.

The last word from Mr McFarland had been unfavorable because of his spring quarter record He has now come to the point where the goal of ever being admitted seems unattainable, and he is quite willing to consider dairy husbandry as an alternative

III *Clinical synthesis of problem.* The client, toward the end of the interview, asked me if I had discovered what sort of a person he was I replied that that was rather difficult for anyone other than the individual in question. I suggested that we did realize he was operating under considerable tension last spring as shown by his manner at that time I intimated that undoubtedly his family situation had been much more uncomfortable than that of the usual person. The client agreed but did not care to elaborate

The veteran at this time is more ready to accept academic deficiencies than before. He still wants another try at an agriculture major. He is going to talk to Mr. McFarland

IV. *Diagnosis* Inappropriate vocational goal; emotional involvement (self-conflict)

V *Counseling techniques and their effectiveness.* He evaluated his test results rather objectively and indicated that probably his make-up was such that academic work simply did not agree with him. He mentioned that he could not concentrate at all last year and thought his year would be different. We are to summarize results for Mr. McFarland.

VI. *Prognosis* Poor, little chance to succeed in agricultural college

VII *Follow-up.* Voluntary.

September 17, 1947

Mr. Keith McFarland
Agricultural Administration Bldg.
Agricultural Campus

Dear Mr McFarland. Re Guy Stanley Livingston

This is a report of my recent interview with Guy Stanley Livingston who is applying for readmission to the College of Agriculture this fall with probable objective of dairy husbandry

As you know, he was dropped at the end of the spring quarter because of very poor achievement during the entire academic year in his chosen objective of veterinary medicine He still feels rather strongly that he can, in some way or other, make the grade in that field despite previous failure In a way, he seems to be living out the goal his father would have set for him had he lived, regardless of the effort involved.

The Ohio 18 test result rates this student 55 compared with entering freshmen, a standing which should be somewhat discounted because of the fact he has been in attendance at the University for at least two years However, of some significance is the fact that he exceeded 76 per cent of the freshmen group in the reading comprehension section Measured interests on the Strong show a predominant pattern in the Group IV, practical or skilled trades area This would include an A rating for farmer A strong secondary pattern in the social service area with some strength toward osteopathy and dentistry Occupational level is low at 37

The student had just returned from a canoe trip which left him in a very relaxed condition and in a much better frame of mind for consideration of his problem. He really is about ready to face the fact that veterinary medicine is beyond him but wants to get another chance at dairy husbandry even though we looked rather objectively at his grade situation and the implication of many B grades for raising his honor point ratio He was quite proud of his winning one first and a second in the Ag Royal Contest last year for the cows he entered The veteran feels confident he can handle the objective of dairy husbandry given one more quarter as a try

I told him quite frankly that undoubtedly the spring quarter was

considered as "one more try" and that the best I could do for him was to present the facts of the situation as we had them.

Should the student be rejected, I feel that he is better able to accept it now than he was last spring He has mentioned the possibility of trying to enter a smaller school such as North Dakota or actually getting a job doing dairy husbandry

If there is other information we can supply, do not hesitate to let us know.

Sincerely yours,

C W Goulding
Counselor

CASE 7

D S Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *34585*

Date *4/5/48*

Name *Frances McGuire* Interviewer *D F Nicholas*

I Client's statement of his problem
II Clinical data
  A From interview
  B From other sources
III Clinical synthesis of problem.
IV Diagnosis.
V Counseling techniques and their effectiveness
VI Prognoses
VII Follow-up

I. *Client's statement of the problem* "My grades are low. I think there's a reason for it other than my IQ—that it's something that can be improved upon."

II. *Clinical data* This girl has worked her way through the University entirely on her own. Her parents opposed her coming to the University of Minnesota. They had educated an older sister to be a teacher, expecting her to teach and repay them. Instead she married and they feel resentful Frances wanted a college education but also wanted to be free to do as she pleased afterwards—no strings attached, so she has been completely independent of her parents financially She was worked long hours with little time for study Now she has reduced her work load, but is unable to use the extra time to good advantage She wants to improve her reading and study skills

To get evidence as to her ability, etc., we selected several tests. She went directly to the testing room to begin these.

Frances dropped out of school during her first quarter here without cancelling, hence there are F's and I's on her blueprint. She had to attend General College for one year, and she kept a high enough standing to transfer to S L A. She had a hard time with Spanish—

cancelled once, got a D the second time. She is now down about 18 to 20 honor points

She has much difficulty speaking in class. She says it is always hard to express herself. This did not seem to be true in the interview situation.

D.S. Form 208
(Revised 1945)

Date *April 5* 19 *48*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student·

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test *All the information is confidential.*

Name *McGuire* (Last) *Frances* (First) *L.* (Middle) Sex *Female*

Present Address *St Paul* Phone *GL 3291*

Home Address *Madison, Wisconsin*

Age *26* Date of Birth *7/20/21* Place of Birth *Fishpoint, N C.*

Religious Preference *Protestant*

Marital Status: Single *x* Married ____ Divorced ____
Widowed ____ Separated ____

Father Living Yes *x* No ____ Mother Living Yes *x* No ____

Check any of the following which are applicable

Parents still married *x* Parents divorced ____
Parents separated ____ Father re-married ____
Mother re-married ____

If Father not living,
Name and Relationship of Guardian ____

Father's Name *McGuire* (Last) *William* (First) Father's Age *59*

Father's Home Address *Fishpoint, N.C* Mother's Age *57*

Father's business or occupation Name of firm or employer ____

Father's title, position or nature of work *Retired*

Mother's Occupation Before Marriage ____

Mother's Present Occupation *Housewife*

Father's Birthplace *Canada* Mother's Birthplace *Canada*

Father's Education *6th grade*

Mother's Education *10th grade*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ or Training)
1.	*June*	*F*	*29*	*Sr — College*	*Yes*	*Housewife*
2.	*Florence*	*F*	*25*	*Soph — College*	*Yes*	*Housewife*
3.						

Name of preparatory or high school *Southwestern, Wisc*

Date of Graduation *1942*

Type of course taken *College prep* Size of high school senior class *23*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
University of Minnesota	*Jan. 1944*	*S L A*

If not already attending the University of Minnesota, when do you expect to enter? ______________________

You will find listed below several kinds of leisure time activities. *Draw a circle around each* of the activities *in which you engage* frequently Include both the things you liked to do in High School and the things you like to do now Add any activities in each group that do not appear on the list.

I. *Individual Activities—either organized or unorganized.*

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc ______

B Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies (specify) *sewing* ______

C. Reading, theatre, concerts, art museums, lecture, dance recitals ______

II. *Group Activities—either organized or unorganized*

D (all team sports—such as): Football, baseball, basketball, volleyball, hockey ______

E Dancing, "dates," bridge, poker, picnics ______

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc. ______

G (Were you, or are you, an active member of any of these organizations) Y M C.A or Y W C A, Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H S or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc ______

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc ______

What extra-curricular activities do you expect to participate in at the U. of M? (As fraternity, basketball, etc.)____________________

____

What types of books or articles interest you? (Fiction, biography, scientific, etc.) *Biographical, historical, nonfiction*

What magazines do you read most frequently? *Time, Life, Calvin Forum*

Answer the following questions *only* if you have attended or are attending a University

What is (or was) your major? *Social work* What year are you in? *Sr*

How many hours of study do you put in during the week (on the average)? *36*

Are you engaged in any outside work while attending the University? *Yes*

If so, what is the nature of this work? *Usher*

How much time does it take each week? *10–12 hours*

Who is your employer? *John Smith*

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below):

_*x*_ To get a liberal education

_*x*_ To prepare for a vocation

____ For the prestige of a college degree

____ To be with old school friends

____ To make friends and helpful connections

_*x*_ For social enjoyment, "college life"

____ Without a college degree (or training) there is less chance of getting a job

____ To please parents or friends, family tradition

____ To learn more of certain subjects

____ It was the "thing to do"

____ Foregone conclusion, I never questioned why

____ Will enable me to make more money

____ To get a general education

Explanation____________________

____

What other type of training have you considered besides a University education?____

____

How does your family feel about college work? (Check one)

_*x*_ Doesn't care what you do

____ Opposed to your going to college

____ Wants you to go to college.

Comments____________________

Plans for your financial support in college. (Check one)

____ Entirely supported by family

____ Part-time work will be necessary (about how many hours a week?)____

_*x*_ Total self-support will be necessary (about how many hours a week?)____

____ GI Bill

____ Vets Rehab. Training

____ State Aid

____ Scholarship

____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*):

Firm	*From* *To* (give year & month)	*Nature of Work*	*Salary* (per month)
W. T Smith	*4/44–7/47* *6/46–8/46*	*Housework*	*$32*
City of Minneapolis	*6/47–8/47*	*Playground Instructor*	*$100*
Campus Cleaners	*4/47–6/47*	*Clerk*	*$40*
University Ushers	*46–47, 47–48*	*Usher*	*$24*

Which of these jobs did you like best? *Playground Instructor*

Why? *Received the greatest direct satisfaction from the children*

List, *in order of preference*, five occupations in which you would like to earn your living *Do not consider your abilities or job opportunities in*

making this list Just consider whether or not you would be happy in the work

	OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1.	*Social worker*	
2.	*Nurse*	
3	*Housewife*	
4	*Teacher*	
5	*Mechanic*	

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Have a family and do some type of social work on the side*

It is possible to make a rough classification of occupations in terms of your general interests and abilities In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit

____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc

____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work

1 Occupations involving social service activities, such as Y W C A worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker

____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc

2 Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc

3 Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc

____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? *Social work*

What other possibilities have you considered? *Nursing*

When did you make your present choice? (give the year) *1940*

Why did you make this choice (check reason or reasons)

____ Family suggestion or tradition

____ Friend's or teacher's advice

____ The vocation of someone you admire or respect

x Suggested by study in school

____ Suggested by study in college

____ A long personal interest in the work

____ It is most profitable financially

____ It is best suited to my abilities

____ Chosen as being most interesting intellectually

____ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain and satisfied *x* Uncertain____ Very questionable____

How much information have you about the requirements of the vocation you are choosing? None____ Some____ Extensive *x*

What vocation do (or did) your parents want you to follow? *Teaching*

Why? *Mother wanted to be a teacher but did not become one.*

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests If you need more room, use the other side of this paper

While in high school I became interested in the work of great social service leaders I was interested in the work they had done, and felt I had the ability for that particular line of work

Have you any physical disabilities? (describe) *No*

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill

	Age		Age
Whooping cough *x*	______	Hearing defects (specify)______	______
Mumps *x*	______	Typhoid fever______	______
Measles *x*	______	Smallpox______	______
German measles______	______	Diabetes______	______
Chicken pox *x*	______	Stuttering______	______
Encephalitis______ (sleeping sickness)	______	Stammering______	______
Epilepsy______	______	Other speech defects______	______
Infantile paralysis______	______	Hernia______	______
Any other kind of paralysis______	______	Other physical defects______	______
Tuberculosis______	______	Fainting spells______	______
Pneumonia______	______	Convulsion or fits______	______
Influenza *x*	______	Dizziness______	______
Any unexplained respiratory disorder______	______	Tingling______	______
Malaria______	______	Frequent or persistent headaches______	______
Chorea (St Vitus Dance) ______	______	Frequent or persistent backaches______	______
Rheumatic fever______	______	Eye defects (specify)______	______
Scarlet fever______	______	Others (specify)______	
Heart disease______	______	______________________	______
Nervousness______	______	______________________	______
Sleeplessness______	______	______________________	______
Exhaustion______	______		

Comments or remarks:

____

____

____

Underline any of the following words which describe your general make-up
persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented,

quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University

____ Living at home with my family

____ Living in a University Dormitory or Cooperative House.

____ Living in a rooming house

____ Living in a fraternity or sorority house.

____ Living in the home of an employer, of friends, or of relatives.

__x__ Living in my own apartment

From what person or other source did you hear of the Student Counseling Bureau?

Mr Page

Everyone faces problems throughout his life Some of these problems cannot be solved without help. Many times they are very easily solved At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned After those problems you have *not* been able to solve adequately, place a check (√) After those problems which you would like to discuss with a counselor, place a double check (√√). These will help us to be of greater assistance to you.

		Check Here
1	I usually feel inferior to my associates	
2	I have been unable to determine how much time I should study	x
3	I have too few social contacts	
4	I have difficulty in making friends	
5	I do not know how to obtain the money I need	
6	I have been unable to determine what I am best able to do	
7	I do not know how to take good lecture notes	

	Check Here
8. I do not get along well with my parents	
9. I often have difficulty in keeping friends	
10 I am unable to determine what I would like to do	
11 I have not obtained parental approval of my vocational plans	
12 I do not have enough to talk about in company	
13. I receive inadequate financial help from my family	
14. I do not know how to outline text-book assignments	
15. I am unable to get along with my brothers and/or sisters	
16. I have been unable to make a satisfactory religious adjustment	
17. I am not interested in my studies	
18 I do not have enough information about job opportunities and duties	
19 I am frequently embarrassed when with others	
20 I usually do not enjoy being with members of the opposite sex	
21. I am unable to do my work well because of too many social activities	
22 I usually do not know how to act in company	
23 I usually cannot read fast enough to cover all of my assignments	
24 I usually have difficulty understanding what I read	
25 I do not know what the most appropriate training is for my chosen career	
26 I do not know if an education is worthwhile	
27 I feel guilty about something I have or have not done	
28 I have so much outside work to do that I am neglecting my school work	
29 I have trouble making myself study	
30 I lack self-confidence	x
31 I am dissatisfied with my state of health	
32 I do not know how to improve my personal appearance	
33 I do not know how to break certain habits I have	

Other problems ____________________________________

____

____

Chief problem ____________________________________

____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken Write in titles of any courses taken, not listed below

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
English	X	X	X	X	
Speech					
Journalism					
French					
German					
Spanish					
Latin	X				
Elementary Algebra	X				
Plane Geometry		X			
Higher Algebra					
Solid Geometry					
Trigonometry					
Ancient History	X				
Medieval History					
Modern European History					
English History					
American History			X		
C. L. P					
Civics	X				
Social Science					
Sociology				X	
Economics					
General Science	X				
Biology		X			
Chemistry					
Physics				X	
Shorthand					
Typing			X		

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
Junior Business Training					
Commercial Law					
Industrial Geography	X				
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D S Form 213-2-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

S C B Case *34585*

Name *Frances McGuire* College *S L A.*
Class *Sr.* Sex *F* Age

DATE	NAME OF TEST	R S	PERCENTILE	NORM GROUP
	COOP CULTURE ( ) TOTAL			SLA Soph
	H & S S			
	For Lit			
	Fine Arts			
	Science			
	Math			

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
	Coop Gen Math HS-P			SLA Fr '39 2 yr HS IT
	Coop Chemistry ( )			
	Coop Algebra			
	Coop Social Studies			SLA Fr '39
	Coop Natural Science			
	Iowa Math Apt			
	Iowa Chem Apt			
	Johnson Science			
	Minn Tests in Medicine TOTAL			Pre-Med
	1938 Class of Terms			
	Spatial Relations			
	Problem Solving			–
	Relevancy			
	Science Information			
	Science Survey			
	Bennett Mec Comp			Cand for Tech
	Revised Paper Form Board			IT Fr '41
	Bell Adjustment Invent TOTAL			
	( ) Home			Description of
	Health			Adjustment
	Social			
	Emotional			
	(Occupational)			
4/48	*Allport-Vernon I*	*30*	*60*	
	E	*17*	*10*	
	A	*27*	*40*	
	S	*34*	*70*	
	P	*26*	*40*	
	R	*46*	*100*	

D S Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No 34585

Name *Frances McGuire* College *S.L A.*
Class *Sr.* Sex *F* Age

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
42	H S Scholarship				
10/44	A C E (1937)	TOTAL	65	33	1938 Univ Fr
	Completion		12	27	1937 SLA GC Fr
	Arithmetic		14	47	"
	Artificial Language		8	10	"
	Analogies		16	35	"
	Opposites		15	22	"
10/44	Ohio Psych (21)	TOTAL	82	87	SCB Fr ( )
	Opposites		15	68	
	Analogies		37	94	
	Reading Comp		30	79	
	Miller Analogies ( )				
10/44	Coop Eng (1938-OM)	TOTAL	167	35	1938 SLA GC Fr.
	Usage		108	40	
	Spelling		24	45	
	Vocabulary		34	27	
	G E D				
	1 Eng Expression		S S		Type I Inst
	2 Social Studies		S S		"
	3 Natural Science		S S		"
	4 Literary Materials		S S		"
	Coop Reading Comp	TOTAL			
	Vocabulary				
	Speed				
	Level				

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
5/46	Coop Culture (U)				
	C S P		*41*	*35*	SLA Soph
	H & S S		*24*	*9*	
	Lit		*28*	*24*	
	Sci		*30*	*65*	
	F A		*2*	*1*	
	Math		*20*	*40*	
	Minn Clerical Apt				
	Numbers		*137*	*83 40*	Gen Pop-( )-Cler Wrk
	Names		*111*	*62 11*	" "
	Minn Personality Inv				
	1 Morale		*175 171*	*55 45*	U of M Fr *Women 39*
	2 Social Adj		*257 239*	*88 65*	
	3. Family		*125 130*	*16 20*	
	4. Emotion		*184 188*	*78 83*	
	5 Econ Cons		*96 93*	*20 13*	
10/44	*Moss Nursing*		*112*	*27*	*U of M Fr Nurses*
	Gen Sci.		*43*	*14*	*U of M Fr Nurses*
	Gordon Fractions		*10*	*69*	*U of M Fr Nurses*
4/48	*Wechsler*	*Total*	*128*	*121*	*IQ*
		Verb	*60*	*115*	*IQ*
		Perf	*68*	*124*	*IQ*
	Nelson-Denny	*Total*	*97*	*85 66*	*Fr , Soph*
		Voc	*51*	*88 67*	
			46	*80 60*	
	Wrenn		*–11*		
					-

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME *Frances McGuire* Case Number *34585*

COLLEGE *S L A*

DATE *4/14/48*

Summary.

I *Client's statement of the problem* While Frances was waiting for me to finish some business, I asked her to write out a statement of her problem and the solutions which she had attempted so that we might have something clear cut to go on when we began our discussion Her statement is as follows

Problem Assuming that I have high normal intelligence, I do not maintain a grade average that matches my ambition

Former rationalizations
Time spent for work leaving little time for study Also building of poor study habits
Emotional disturbance
Present situation
Sufficient time for studying
Emotional problems of no importance in effect on studying
Conclusions
Improvement of study habits may help the situation

Her spoken statement of the problem was somewhat different as will be noted from the case notes for this interview.

II *Clinical data* I interpreted the results of the Wechsler in somewhat general terms without giving a specific score, saying that it indicated probably average ability for college work and that if she continues to make C's she should be well satisfied As for the reading test, I said I was sorry but it had turned out to be quite good At this time she let out a little moan and said, "Oh, don't tell me that. Here I was thinking all the time it must be my reading that is wrong" Based on national norms, she is just about average in her reading ability so that, while there is much room for improvement, there is still not enough difficulty indicated to make it possible to place the blame on lack of reading ability Answers on the Wrenn study habits inventory which indicate poor habits of studying were next discussed. Frances admitted that she is probably not studying very well inasmuch

as she has never had a great deal of time to study. Now that she has the time she does not know what to do with it. This led to the conclusion that it might be worth while for Frances to come in twice a week for a few weeks to discuss just how she is going about her studying and to see whether or not she can make some improvement in this area.

The fact that she mentioned an emotional disturbance which may have caused difficulty in the past led me to suggest that there might be some of this emotional problem still operating to reduce her efficiency, and it might be worth while for her to try to think through that problem as well as her study problem At this she began to discuss a little of her family background, saying that her parents had always resisted any effort on her part to show any affection The mother had a feeling that any show of affection was very undesirable, bordering on being disgraceful Her parents spoke French to each other, not because they liked the language but so that their daughters would not know what they were talking about Frances resented this family secrecy very much. She was also very much disturbed by the lack of affection shown her by her parents and by the reaction of her mother when she attempted to be affectionate and loving to her mother She was always taught that sex was something shameful and not to be talked about The parents had brought up their daughters on the rule that children should be seen and not heard. Frances said that she learned to be quiet and obedient but that that did not stop her from being very active in her thinking and in her emotional reaction to this environment. I had discussed the results of her Multiphasic with Miss Morris who had made some notations as to the kind of person usually found with such profiles I discussed this with Frances, saying that people who had such profiles were often of such nature Her reaction when I had finished was, "Well, you haven't described me, you have described my boy friend" She went on to say that when she had been taking abnormal psychology, she had been very much interested in the various types of personality disorders and had decided that she was definitely of the manic-depressive type. She did not mean by this that she felt that she was psychotic, but she did recognize tendencies which are characteristic of the manic-depressive.

We arranged that she should return in several days to begin working on her study skills.

D S. Form 207

SUMMARY OF INTERVIEWS

NAME *Frances McGuire* Case Number *34585*

COLLEGE *S L A*

DATE *4/19/48*

Summary

We began our work on how to study for some of the classes that she is taking this quarter During the interview, several remarks were made which may be of significance in her case She said that she doesn't like change, that she likes routine, and that a change of plans frustrates her. She must be on time and she hates to be kept waiting and is very much upset when she is kept waiting She mentioned this in connection with the fact that she had been kept waiting before taking the Wechsler and was somewhat upset as a result and not sure that she did her best job She went on to say that once in her life she had been very haphazard and everything piled up on her, so she decided that she would have to take things little by little; therefore she began systematizing her activities She admitted that she has a great deal of internalized aggression which is the result of the policies of her parents that a child should be seen and not heard She said that she kept this childhood revolt very much to herself. She again mentioned the fact that physical love and physical expressions of love were denied her by her parents, and that in her parents' minds, the words lust and love were synonymous. She is somewhat concerned because her older sister is following the same pattern now that she is married and is treating her children just as Frances and she were treated when they were young Frances does not like to go to visit her sister for this reason

The remainder of our twice weekly contacts was largely taken up with study problems, among them, how to write a term paper for history, how to read reference materials, working to get the main ideas, and several related details without spending too much time on them, and so on. She reported that the suggestions which she was putting into practice were very helpful.

D S Form 207

SUMMARY OF INTERVIEWS

NAME *Frances McGuire* Case Number *34585*

COLLEGE *S L A*

DATE *6/2/48*

Summary.

Frances came back today to say that she felt she had done much better in all of her work in the spring quarter than she had before She was interested in planning for the fall quarter, 1948 She summarized the courses which she had completed and those which still remained. The only one of the latter which looked like it would cause her any difficulty as far as the reading was concerned was Economics 6. She was interested in being permitted to petition out of this course. She would like to substitute Family Life I or the speech course offered on personality and speech development. Since I felt that the Economics 6 course would be extremely difficult for her and was not necessarily of great value in the work that she planned to do, I called Miss Powers of the Senior College Counseling Office to see what chances there were of changing the requirement of this one course

6/2/48–Telephone call to Miss Powers. I explained the situation to Miss Powers and she suggested that Frances make an appointment to see her the following Tuesday and they could discuss the whole situation.

6/10/48–Telephone call to Miss Powers. In response to a note from Miss Powers relative to Frances' ability, I called her and gave her as much information as we had on hand about the girl I said that I felt she had sufficient determination and interest in the work to be very highly motivated and to apply herself during the fall quarter Miss Powers agreed that it would be fair to give her another chance.

D S Form 207

SUMMARY OF INTERVIEWS

NAME *Frances McGuire* Case Number *34585*

COLLEGE *S L A*

DATE *8/23/48*

Summary:

Frances came in to tell me that she had earned six credits of B and nine credits of C during the spring quarter. This was much better than she had been doing before, and she was very pleased I congratulated her on the success of her efforts, and she insisted that much of her success had been due to my help. When I pointed out to her that the work had been done by her and only at my suggestion, she responded that she realized this; but at the same time if it had not been for my manner in working with her, she doubted that she would have responded as well as she did She said that it is difficult for her to take suggestions from most people. She had worked as a playground supervisor during the summer and had had a very pleasant summer During the summer, she was given a ring by a young student on the campus, and they plan to be married around Easter time. On the whole, she feels that everything is working out very well for her.

CASE 8

D S. Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *36520*

Date *10/7/47*

Name *James F Peters* Interviewer *Mr Cunningham*

I Client's statement of his problem
II Clinical data
  A From interview
  B. From other sources
III. Clinical synthesis of problem
IV Diagnosis
V. Counseling techniques and their effectiveness
VI Prognoses
VII Follow-up

I. *Client's statement of his problem* "I want to take some aptitude and interest tests."

II. *Clinical data.*

A From interview Tall, medium build, pleasant manner, self-confident, at ease during the interview. He gives the impression of being sincerely interested in getting information and solving his problem.

He is now a junior in S.L A. His first two years were taken at Georgia Junior College. He planned to go into medicine but has been advised against it because his grades are too low. He was referred here by Frank Kramer of the College Office. He has no alternative goal--"everything is pretty mixed up" He faces the possibility of being drafted this spring or summer, although he talks hopefully about, "if they are drafting then." He escaped the last draft since his birthday came after the suspension of the rigid draft rules.

His work experience has been limited to "common labor" in the mines and on highway construction during the summer.

B. From other sources I called Mr Kramer who confirmed the above information He believes the boy's honor point ratio was about 1.2 on his transfer credit science grades—mostly C's He had college mathematics but no social science The boy's best grades were in language

III. *Clinical synthesis of problem* His "level of aspiration" is too high and he has a previous history of under-achievement His quality of work at Georgia pretty well rules out medicine and he seems to accept this fact quite well. He seems really interested in working through to another goal He is not dependent in his attitudes.

IV. *Diagnosis* Vocational indecision.

V. *Counseling techniques and their effectiveness* Strictly counseling relationship. Test selection. Rapport. good

VI *Prognoses* Reserved for later determination.

VII Follow-up. Evaluation after testing.

D.S Form 208
(Revised 1945)

Date *October 7* 19 *47*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student·

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you

answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential*

Name *Peters* (Last) *James* (First) *Frederick* (Middle) Sex *Male*

Present Address *Minneapolis* Phone *BL 5941*

Home Address *Georgia*

Age *20* Date of Birth *4/18/27* Place of Birth *Minnesota*

Religious Preference *Protestant*

Marital Status. Single *x* Married ___ Divorced ___
Widowed ___ Separated ___

Father Living Yes *x* No ___ Mother Living Yes *x* No ___

Check any of the following which are applicable.

Parents still married *x* Parents divorced ___
Parents separated ___ Father re-married ___
Mother re-married ___

If Father not living,
Name and Relationship of Guardian ___

Father's Name *Peters* (Last) *William* (First) Father's Age *58*

Father's Home Address *Georgia* Mother's Age *56*

Father's business or occupation Name of firm or employer
Public Accountant

Father's title, position or nature of work *Accounting*

Mother's Occupation Before Marriage *Clerical*

Mother's Present Occupation *Housewife*

Father's Birthplace *Montana* Mother's Birthplace *Montana*

Father's Education *High school—correspondence course*

Mother's Education *High school*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1	*William C*	*Male*	*29*	*3 yrs college*	*Yes*	*salesman*
2						
3						

Name of preparatory or high school *Georgia* Date of Graduation *1946*

Type of course taken ______ Size of high school senior class *250*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc.

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
Georgia Junior College	*46–47, 47–48*	*Premedicine*
University of Minnesota	*48–*	

If not already attending the University of Minnesota, when do you expect to enter? ______

You will find listed below several kinds of leisure time activities *Draw a circle around each* of the activities *in which you engage* frequently Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list

I *Individual Activities—either organized or unorganized*

A Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc ______

B Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies (specify) *Photography*

C Reading, theatre, concerts, art museums, lecture, dance recitals ______

II. *Group Activities—either organized or unorganized*

D (all team sports—such as) Football, baseball, basketball, volleyball, hockey *Swimming*

E Dancing, "dates," bridge, poker, picnics, ______

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc. ______

G (Were you, or are you, an active member of any of these organizations). Y M C A. or Y W C.A , Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H S or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc ______

H Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc. ______

What extra-curricular activities do you expect to participate in at the U. of M.? (As fraternity, basketball, etc.) ______

______

What types of books or articles interest you? (Fiction, biography, scientific, etc) *Fiction, scientific*

What magazines do you read most frequently? *Reader's Digest, Colliers, Saturday Evening Post, Life*

Answer the following questions *only* if you have attended or are attending a University

What is (or was) your major? *Premedicine* What year are you in? *Jr.*

How many hours of study do you put in during the week (on the average)? *20 hours*

Are you engaged in any outside work while attending the University? *No*

If so, what is the nature of this work? ______

How much time does it take each week? ______

Who is your employer? ______

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below):

_____ To get a liberal education

_x_ To prepare for a vocation

_____ For the prestige of a college degree

_____ To be with old school friends

_____ To make friends and helpful connections

_____ For social enjoyment, "college life"

_____ Without a college degree (or training) there is less chance of getting a job

_____ To please parents or friends, family tradition

_____ To learn more of certain subjects

_____ It was the "thing to do"

_____ Foregone conclusion, I never questioned why

_____ Will enable me to make more money

_____ To get a general education

Explanation_____

What other type of training have you considered besides a University education? *None*

How does your family feel about college work? (Check one)

_____ Doesn't care what you do

_____ Opposed to your going to college

_x_ Wants you to go to college

Comments_____

Plans for your financial support in college (Check one)

_x_ Entirely supported by family

_____ Part-time work will be necessary (about how many hours a week?)_____

_____ Total self-support will be necessary (about how many hours a week?)_____

_____ G I Bill

_____ Vets Rehab Training

_____ State Aid

_____ Scholarship

_____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*).

Firm	*From To* (give year & month)	*Nature of Work*	*Salary* (per month)
E W C Co	*June 1947–Sept. 47*	*General labor*	*$ 93 per hour*
O. I M. Co	*June 1948–Sept 48*	*General labor*	*$1 09 per hour*

Which of these jobs did you like best? *No preference*
Why? ______

List, *in order of preference*, five occupations in which you would like to earn your living. *Do not consider your abilities or job opportunities in making this list.* Just consider whether or not you would be happy in the work

	OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1	*Scientific or technical*	*Interested in science*
2	*Selling*	*Meeting people*
3		

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? ______

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit

2 Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc

___ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work

___ Occupations involving social service activities, such as Y W C A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

___ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc

1 Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.

____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc

_3_ Occupations involving executive responsibilities such as director, office manager, foreman, etc

---

What is your present vocational choice? _Premedicine_

What other possibilities have you considered? ____

When did you make your present choice? (give the year) _1946_

Why did you make this choice. (check reason or reasons)

____ Family suggestion or tradition

____ Friend's or teacher's advice

____ The vocation of someone you admire or respect

____ Suggested by study in school

____ Suggested by study in college

____ A long personal interest in the work

____ It is most profitable financially

____ It is best suited to my abilities

____ Chosen as being most interesting intellectually

_x_ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for

Very certain and satisfied ____ Uncertain _x_ Very questionable ____

How much information have you about the requirements of the vocation you are choosing? None ____ Some _x_ Extensive ____

What vocation do (or did) your parents want you to follow? ____

Why? ____

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

Have you any physical disabilities? (describe) _No_

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough *x*	*9*	Hearing defects (specify) ____	____
Mumps ____	____	Typhoid fever ____	____
Measles *x*	*11*	Smallpox ____	____
German measles *x*	*12*	Diabetes ____	____
Chicken pox *x*	*11*	Stuttering ____	____
Encephalitis (sleeping sickness) ____	____	Stammering ____	____
Epilepsy ____	____	Other speech defects ____	____
Infantile paralysis ____	____	Hernia ____	____
Any other kind of paralysis ____	____	Other physical defects ____	____
Tuberculosis ____	____	Fainting spells ____	____
Pneumonia ____	____	Convulsion or fits ____	____
Influenza ____	____	Dizziness ____	____
Any unexplained respiratory disorder ____	____	Tingling ____	____
Malaria ____	____	Frequent or persistent headaches ____	____
Chorea (St Vitus Dance) ____	____	Frequent or persistent backaches ____	____
Rheumatic fever ____	____	Eye defects (specify) ____	____
Scarlet fever ____	____	Others (specify) ____	
Heart disease ____	____	____	____
Nervousness ____	____	____	____
Sleeplessness ____	____	____	____
Exhaustion ____	____		

Comments or remarks

____

____

____

Underline any of the following words which describe your general make-up:
persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented,

quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University

_____ Living at home with my family.

_____ Living in a University Dormitory or Cooperative House

_____ Living in a rooming house

__x__ Living in a fraternity or sorority house

_____ Living in the home of an employer, of friends, or of relatives

_____ Living in my own apartment

From what person or other source did you hear of the Student Counseling Bureau?

Advisor

Everyone faces problems throughout his life Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort Below are a list of problems with which young people are often concerned After those problems you have *not* been able to solve adequately, place a check (✓) After those problems which you would like to discuss with a counselor, place a double check (✓✓) These will help us to be of greater assistance to you

	Check Here
1 I usually feel inferior to my associates	
2. I have been unable to determine how much time I should study	
3 I have too few social contacts	
4 I have difficulty in making friends	
5 I do not know how to obtain the money I need	
6 I have been unable to determine what I am best able to do	x
7 I do not know how to take good lecture notes	xx
8 I do not get along well with my parents	

	Check Here
9. I often have difficulty in keeping friends	
10. I am unable to determine what I would like to do	*xx*
11 I have not obtained parental approval of my vocational plans	
12 I do not have enough to talk about in company	
13. I receive inadequate financial help from my family	
14. I do not know how to outline text-book assignments	
15. I am unable to get along with my brothers and/or sisters	
16 I have been unable to make a satisfactory religious adjustment	
17 I am not interested in my studies	
18 I do not have enough information about job opportunities and duties	*xx*
19 I am frequently embarrassed when with others	
20. I usually do not enjoy being with members of the opposite sex	
21 I am unable to do my work well because of too many social activities	
22. I usually do not know how to act in company	
23 I usually cannot read fast enough to cover all of my assignments.	
24. I usually have difficulty understanding what I read	*x*
25 I do not know what the most appropriate training is for my chosen career	
26 I do not know if an education is worthwhile	
27 I feel guilty about something I have or have not done	
28 I have so much outside work to do that I am neglecting my school work	
29 I have trouble making myself study	
30 I lack self-confidence	
31. I am dissatisfied with my state of health	
32. I do not know how to improve my personal appearance	
33 I do not know how to break certain habits I have.	

Other problems____________________

____

____

Chief problem____________________

____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
English			C	C	
Speech					
Journalism					
French					
German			D	C	
Spanish					
Latin					
Elementary Algebra				D	
Plane Geometry				C	
Higher Algebra					
Solid Geometry					
Trigonometry					
Ancient History					
Medieval History					
Modern European History					
English History					
American History					
C L P					
Civics					
Social Science					
Sociology					
Economics					
General Science					
Biology		C			
Chemistry				C	
Physics					
Shorthand					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD.
Typing					
Junior Business Training					
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing	*C*				
Electricity					
Manual Training—Wood Shop	*B*				
Tin Shop					
Machine Shop					
Automotive Engines					

D S. Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. *36520*

Name *Peters, James F* College *S L A*

Class *Jr.* Sex *Male* Age *20*

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
6/46	H S Scholarship *Georgia*			*15*	
1/46	A C E (1937)	TOTAL	*83*	*59*	1938 Univ Fr
	Completion		*14*	*38*	1937 SLA GC Fr
	Arithmetic		*12*	*39*	"
	Artificial Language		*11*	*24*	"
	Analogies		*25*	*100*	"
	Opposites		*21*	*44*	"
	Ohio Psych ( )	TOTAL			SCB Fr ( )
	Opposites				
	Analogies				
	Reading Comp				
8/47	Miller Analogies (*B*)		*52*		
1/46	Coop Eng (1938-OM)	TOTAL	*167*	*36*	1938 SLA GC Fr
	Usage		*120*	*58*	
	Spelling		*18*	*26*	
	Vocabulary		*29*	*16*	
	G E D 1 Eng Expression		S S		Type I Inst
	2 Social Studies		S S		"
	3 Natural Science		S S		"
	4 Literary Materials		S S		"
	Coop Reading Comp	TOTAL			
	Vocabulary				
	Speed				
	Level				

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
	Coop Culture (U)	C S P			SLA Soph
		H & S S			
		Lit			
		Sci			
		F A			
		Math			
	Minn Clerical Apt	Numbers			Gen Pop-( )-Cler Wrk
		Names			" "
	Minn Personality Inv				U of M Fr
	1 Morale				
	2. Social Adj				
	3 Family				
	4 Emotion				
	5 Econ Cons				
8/47	*Coop Nat Sci.*	*S*	*66*	*84*	*SLA fr*
	Soc Stud	*S*	*48*	*27*	*SLA fr*
	Lit Comp	*T*	*36*	*42*	*SLA fr*
10/47	*Otis C*		*54*	*54*	*Nat'l soph*
	Bennett Mech Comp		*48*	*78*	*Cand for tech courses*
	Rev paper form board		*57*	*92*	*IT fr 1941*

D S Form 207

SUMMARY OF INTERVIEWS

NAME *James F Peters* Case Number *36520*

COLLEGE *S L.A*

DATE *10/25/47*

Summary

I. *Client's statement of his problem* "I want to see how I made out on the tests."

II. *Clinical data.* The interview was primarily a test interpretation interview with little time for decision making thereafter. The tests

definitely indicated that medicine would be inadvisable since his scholastic aptitude is only about average for S L A freshmen. His science background is adequate but no more, considering the amount of training he has already had in this field His mechanical aptitude appears considerably above the national average, spatial relations aptitude in particular is very high. The interest test shows a primary pattern in group one with a secondary pattern in group two while there is a very high occupational level score indicating aspirations on the professional level.

James admitted that he realized earlier that he could not make the grade in medicine, but that he had stayed in the premedicine program on the advice of counselors at the previous college They felt he, could make a better choice after he arrived at this campus. I brought up the possibility of dentistry, which appealed to him He had considered it but has not been able to make up his mind However, he can think of no alternative He indicated that he was interested in coming again and working through the problem of a choice.

III *Clinical synthesis of problem.* Dentistry seems to be an appropriate goal for this student He will have the bulk of the training required for entrance already. His interests and level of ability plus his mechanical aptitude suggest that this might be a reasonable field for him Such a field would also satisfy his aspirations for professional status

IV. *Diagnosis* Vocational indecision.

V. *Counseling techniques and their effectiveness* Test interpretation with some discussion, indirect questioning concerning his plans. Rapport was good.

VI. *Prognoses.* Probable success in dentistry. Almost certain not to be admitted to premedicine.

VII *Follow-up.* Voluntary return.

11/4/47. I called Mr Kramer and gave him information from the tests and interviews James is now planning on dentistry

Mr Cunningham

CASE 9

D S. Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *30861*
Date *1/21/47*

Name *James Smith* Interviewer *Jane Wold*

I Client's statement of his problem
II Clinical data.
  A From interview
  B From other sources
III. Clinical synthesis of problem
IV Diagnosis.
V Counseling techniques and their effectiveness.
VI. Prognoses
VII Follow-up

Jan. 21, 1947

University of Minnesota
Division of Testing
Minneapolis, Minn.

Gentlemen

I am interested in the Strong vocational aptitude tests which you have available, inasmuch as I have planned on returning to school next fall

Would you please advise me as to the amount of time needed to complete the entire series of tests? The nature of my present employment is such that I must secure written approval in advance for absences in excess of two days

Yours very truly,

James Smith

January 24, 1947

Mr James Smith
Becker, Minn.

Dear Mr. Smith.

The following information may give you some indication of the Student Counseling Bureau's services as well as the time involved.

Sometimes clients can be helped through tests, and sometimes they receive more help through discussing their problems with a counselor You may discuss these ways of getting help with the counselor, but you will decide upon the procedure to be followed.

Should you desire testing, there may be as much as eight hours of testing preceded and followed by interviews with a counselor Approximately five days are required for this work to be completed If problems are of a more personal nature, arrangements may be made to see a counselor several times to discuss them with him until you feel you have cleared up the problem or are unable to gain assistance through this means.

If you are planning to attend the University of Minnesota within one year, the fee for testing and counseling is one dollar If you are not planning to attend the University of Minnesota, the fee is ten dollars but arrangements can be made only on special approval of the Director of the Bureau It is necessary to write for an appointment well in advance in order to assure arrangements that will be convenient for you

If you have any further questions or would like to make an appointment at the Bureau, please do not hesitate to write us again

Sincerely yours,

John G Darley
Director and Professor
of Psychology

Feb 28, 1947

Student Counseling Bureau
University of Minnesota
Minneapolis 14, Minn.

Gentlemen:

Last month I wrote to you requesting information about the counseling services available at the University In your reply, you stated that appointments should be arranged for well in advance in order to assure the most convenient time

My resignation as policeman in this community is to become effective March 31st. Consequently, I shall be free to visit the University during the week of April 7th if that is convenient for you However, I can come at a later date, should you feel that more time is needed to make the arrangements

Yours very truly,

James Smith

March 13, 1947

Mr James Smith
Becker, Minnesota

Dear Mr. Smith

In accordance with your letter of February 28, we have made an appointment for you to see a counselor on Monday, April 7 at 10.00 A M

We trust this meets with your approval

Yours sincerely,

Ethel J Beck
Secretary

D S Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *30861*
Date *4/7/47*

Name *James Smith* Interviewer *Jane Wold*

I. Client's statement of his problem
II. Clinical data
  A. From interview.
  B From other sources
III. Clinical synthesis of problem
IV Diagnosis
V Counseling techniques and their effectiveness
VI. Prognoses.
VII. Follow-up

I. *Client's statement of his problem* He wants to take vocational guidance tests.

II *Clinical data* He is a defensive, ill-at-ease 30-year-old man who is planning upon coming to the University this summer or fall. At present he is the policeman at Becker, Minnesota Just recently he resigned and has no plans for utilizing the time between now and when he begins school Back in about 1936–37 James completed two years of junior college He feels that he gained a good start on his premed work at this time except for chemistry. James presented his transcript which was largely made up of A and B grades.

James's claimed interest in psychiatry seems to rest on shaky ground. Probably he is more interested in finding out (he referred to himself as being introverted) about his own personality make-up

than anything else He has done no professional level reading in the field and knows little about the course requirements His attitude towards his post office job was almost one of disdain

James expressed fear regarding the tests, saying that undoubtedly he would have forgotten a great deal, etc. He also said that friends of his had told him not to place too much confidence in the test results When leaving he thanked me "for all the help I had been"

IV. *Tentative Diagnosis.* Emotional personality problems Unwise vocational selection.

D S Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No *30861*

Name *James Smith* College *PC*

Class *Jr* Sex *M* Age *30*

DATE	NAME OF TEST	R S	PERCENTILE	NORM GROUP
	H S Scholarship		*94*	
4/47	A C E (1937) TOTAL	*126*	*96*	1938 Univ Fr
	Completion	*31*	*99*	1937 SLA GC Fr
	Arithmetic	*32*	*96*	"
	Artificial Language	*13*	*34*	"
	Analogies	*17*	*47*	"
	Opposites	*33*	*86*	"
4/47	Ohio Psych (*18*) TOTAL	*120*	*98 70*	SCB Fr ('*39*) *Ed Grad*
	Opposites	*28*	*85*	
	Analogies	*52*	*100*	
	Reading Comp.	*40*	*88*	
10/39 *10/47*	Miller Analogies (*A*)	*51 84*	*2 97*	*SLA Soph Ed. Jrs Group A*
4/47	Coop Eng (1938-OM) TOTAL	*261 258*	*97 50*	1938 SLA GC Fr. *SLA Soph*
	Usage	*133 140*	*78 20*	"
	Spelling	*43 43*	*97 92*	"
	Vocabulary	*86 75*	*99 63*	"

DATE	NAME OF TEST		R S	PER-CENTILE	NORM GROUP
	G E D.				
	1 Eng Expression		S S		Type I Inst
	2 Social Studies		S S		"
	3 Natural Science		S S		"
	4 Literary Materials		S S		"
4/47	Coop Reading Comp.	TOTAL	*224*	*73*	*Nat'l Jrs*
	Vocabulary		*82*	*89*	
	Speed		*79*	*84*	
	Level		*63*	*34*	
10/39	Coop Culture *P*	TOTAL	*267*	*74*	SLA Soph
	H & S S		*99*	*78*	
	Lit		*34*	*33*	
	Sci		*50*	*68*	
	F A		*51*	*72*	
	Math		*33*	*82*	
	Minn Clerical Apt				
	Numbers				Gen. Pop-( )-Cler Wrk.
	Names				" "
	Minn Personality Inv				U of M Fr
	1. Morale				
	2 Social Adj				
	3 Family				
	4 Emotion				
	5 Econ Cons				
10/39	*Lit Comp*	*Speed*	*59*	*53*	*SLA Soph*
		Level	*65*	*50*	"
10/39	*Cont Affairs*		*151*	*80*	"
3/35	*CAT (1934)*		*57*	*71*	*SLA Fr*
3/35	*English (1934)*	*U*	*101*	*87*	"
		S	*44*	*80*	"
		U & S	*145*	*87*	"
3/35	*Gen Science*		*66*	*66*	"
3/35	*Cont Affairs*		*157*	*90*	"

D S Form 213-2-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

S C B Case *30861*

Name *James Smith* College *PC*

Class *Jr* Sex *M* Age *30*

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
	COOP CULTURE ( ) TOTAL			SLA Soph
	H & S S			
	For Lit			
	Fine Arts			
	Science			
	Math			
4/47	Coop Gen Math. HS-P	*45*	*82 27*	SLA Fr '39 2 yr HS IT
	Coop Chemistry ( )			
	Coop Algebra			
	Coop Social Studies			SLA Fr. '39
4/47	Coop Natural Science	*47*	*65*	
	Iowa Math Apt			
	Iowa Chem Apt			
	Johnson Science			
	Minn Tests in Medicine TOTAL			Pre-Med
	1938 Class of Terms			
	Spatial Relations			
	Problem Solving			
	Relevancy			
	Science Information			
	Science Survey			
	Bennett Mec Comp			Cand for Tech
	Revised Paper Form Board			IT Fr '41

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
	Bell Adjustment Invent TOTAL			Descrip'n of Adjustment
	( ) Home			"
	Health			"
	Social			"
	Emotional			"
	(Occupational)			"
10/47	*Coop Eng "R" Higher Level.*			*Educ Jrs, A Group*
	Total	*370*	*90*	
	Mech	*177*	*99*	
	Eff	*62*	*67*	
	Reg Comp	*131*	*84*	
10/47	*Coop Math "T"*	*57*	*94*	"
10/47	*Coop Soc Stud "T"*	*78*	*91*	"
10/47	*Coop Nat Sci "T"*	*51*	*56*	"

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME *James Smith* Case Number *30861*

COLLEGE

DATE *4/11/47*

Summary:

James is a tense, friendly, rather meek-appearing man who until recently has been employed as the policeman of Becker, Minn. He has always disliked the routine and detail involved in the job, but for the last ten years (including service when he was a painter) he has been unable to break away from it He has completed two years of superior college level work in 1938–1939

Most of this interview did not deal with the ability or interest factors, but was instead largely in the sphere of personality adjustment. During the interpretation of the Multiphasic, James really opened up and went into an extensive history of his problems James states that he has always been ill at ease in social situations He has realized

that he "could use a psychiatrist," but only recently has decided to take positive steps to improve his general adjustment. Always he has experienced difficulty in relaxing with other people, being extremely inhibited. He has never learned to dance even passably well and has been trying to get himself to take private lessons He has a tendency to berate his own ability and accomplishments and is never satisfied with his own achievements, having a tendency to be overconscientious. When things would go wrong, he would worry himself sick, and that would bring on his migraine headaches.

Although James would like to marry and raise a family, he has almost given up on this, feeling that he has nothing to offer a girl After discharge from the service he almost married, but hesitated to ask the girl, believing that his job was not good enough Since quitting the job, James has had no regrets, in fact, he has felt better. Many of his friends have been encouraging him to make the break. He is planning upon entering the University this summer

During the preliminary interview, he expressed interest in only psychiatry as a possible vocational objective He realizes that part of his interest in psychiatry is tied up with his own inability to work out a satisfying personal adjustment, but he feels that it is more than that. He wants to help other people In addition, the prestige and security of an MD degree appeal to him In the preliminary interview, I suggested that he have a talk with someone connected with psychiatry before returning. James talked to Dr. Janes, of the neuropsychiatric division of the University hospital, who stressed the length of the training (11 years) for a man already 30, but said that "it would be possible, but would it be worth it?" I suggested that perhaps going into psychiatry appealed to him as an escape from his social and marital problems as he could probably find a much shorter course that would interest him. He answered that this might be true

We talked over other vocational possibilities He does not like the "indefiniteness" of the social sciences He was not interested in teaching, but did express some interest in high school level counseling. For the time being at least he has his sights on psychiatry I mentioned the services offered at the Mental Hygiene Clinic and James stated that he would not hesitate to take advantage of them when he assumes student status Near the end of the interview he said, "I guess my problem is mainly in the personal adjustment area If I can get this straightened out, probably I will feel differently about a vocational choice." He took down my name and said that he would probably be in again this summer.

I believe that the interview had cathartic value as I doubt that James had talked through many of the above problems previously

In addition, I believe that it clarified to some extent James's attitudes toward himself He seemed relieved that he had finally been able to make the break from his job.

D.S Form 207

SUMMARY OF INTERVIEWS

NAME *James Smith* Case Number *30861*

COLLEGE

DATE *6/10/47*

Summary:

I began this interview by asking James how things were coming along He replied that he had been in quite a turmoil recently Since our last talk he had loafed for a couple of months. He had recently obtained a room eight blocks off campus where he intends to stay while he is a student. He remarked that he believed that he had been too inactive for his own good during the last few months and that he had not gotten out enough socially. He did contact a psychiatrist whom he has seen for one appointment Incidentally, he had another appointment with this same psychiatrist this afternoon. He stated that Dr Munn had tended to discourage him from going into so arduous a course as the psychiatry objective would demand. He also felt that James ought to get out more with other people in social situations When Dr Munn discouraged him from entering psychiatry, James claimed that he got quite stirred up, as he had tentatively decided upon medicine as a goal Recently he has been seriously considering Education but is still undecided. Also, the closer he gets to the school situation, which for him is very threatening, the more worried he becomes concerning the adequacy of his ability to do satisfactory work During this interview he himself began to build up a case against psychiatry, saying that if he did go into this it would mean postponing marriage for a great number of years. Also, he felt that he ought to have time to get out and do things rather than spending the majority of his time studying. James also verbalized some doubt as to the practical value of psychiatric therapy. He felt that in order to be thoroughly analyzed, he would have to use up a great deal of his savings He had a sneaking suspicion that dancing lessons at Arthur Murray's would increase his self-confidence and would do him just as much good At any rate, he intends to continue with psychiatric therapy for some time at least.

Looking back into his own history, he can see how his emotional problems have been built up. He points out that actually doing something about them is another thing.

James went over some of the material that was covered in the last interview. However, he did emphasize his feeling of being extremely ungainly and homely in appearance. When younger, back in his high school days, he did not feel this way and consequently was not as painfully self-conscious as at present. When he gets out on a dance floor he stiffens up, feeling that all eyes are on him. Finally he stated that any day now he was going to push himself into Arthur Murray's. Essentially he feels that he is really a family man. Before coming down here he stopped in a small town to visit one of his Army buddies, and he found the experience very satisfying. He also was impressed with the liveliness of the small town and he began to think that being a teacher in a small town might have advantages. He is somewhat worried about just how he is going to be able to get to know suitable women friends. He commented that the average coed here on campus seemed far too young for him. Also, he does not have friends in the Twin Cities who can introduce him to young women. Once he learns how to dance he believes that he will try taking in a few public dances. At Junior College during depression times, when James was just out of high school and at the time when most boys at least had begun to date, he seldom asked a girl out because he never felt that he had sufficient funds to show her a good time. He seems quite concerned about the fact that he may never have a family and all of the good things that go with this relationship.

James expressed interest in finding out more about what the College of Education had to offer him, and also information regarding course curriculum. I suggested that he have a talk with Professor Dunger. I also invited him to come in at any time to talk over any problem or just generally talk about how things are coming along. He eagerly accepted my invitation. James seems to be pretty much on his own here at the University and today was in need of a great deal of reassurance, which I tried to give him. Now that he has made the break from the old job, he is afraid that he will go into some field in which he cannot be a success. Verbally at least he certainly does not regret making the break. Before going out the door he mentioned that he had had butterflies in his stomach most of the time lately. In the last two weeks he must have been forced to make quite a few adjustments, to go through quite a few challenging situations which would be quite a contrast from his sheltered home life and certainly traumatic for him.

6/11/47. I called Dr Dunger with the intent of giving him some background on James, who was interested in talking with a repre-

sentative of education Dr. Dunger stated that James had been in to see him but that he was unable to talk to him at the moment and has an appointment with him for tomorrow at 10 00 A.M Dr. Dunger expressed the feeling that Education hesitated to accept people for training in this field who had serious personality problems I explained that James had not decided upon Education but that it was one of the alternatives he was considering. Dr. Dunger will call me after talking with James.

If only James could have some successful experiences, I feel that his personal adjustment would improve greatly.

6/13/47. Dr. Dunger called to report that he had met with James Smith. In the interview he told James that for a year a general S.L.A. course would be advisable. During this time James should get into more social activities and just generally strive for a better personal adjustment. After this year, providing progress had been made in the general adjustment area, Dr Dunger would consider him for entrance into the College of Education Providing James took the right courses in S L A , postponing his entrance into the College of Education for a year would not set him back.

D S Form 207

SUMMARY INTERVIEWS

NAME *James Smith* Case Number *30861*

COLLEGE

DATE *6/20/47*

Summary:

James cames in to just sort of talk about his progress since my last talk with him. During this interview I noticed a change in his behavior He seemed more relaxed, more sure of himself, and less tense. He expressed himself with less hesitation than previously and laughed more easily He came in with a great stack of new books and notebooks that he had just received. James began the interview by telling me that he had had a talk with Dr Dunger, who suggested that he take a general program for a year or so before applying for entrance into the College of Education In addition to talks with Dr. Dunger, James has also been over to talk to Mr. Slenker He received information concerning social work from Mr. Slenker who helped him plan his summer program The first session James will be taking four credits of psychology lab and The Family from Professor Kinder

Second session he has signed up for another sociology course and the beginning speech course. During the interview he expressed some concern regarding the fact that he feels as though he is already somewhat behind, but also expressed the feeling that he was sure he could catch up He seemed like a tickled kid when he told me that he had been down to Arthur Murray's and had had two lessons and was signed up for a very thorough course consisting of 60 one-hour lessons. He is very enthusiastic about this dancing and he has found his two lessons enjoyable and not too difficult This quarter he plans to continue them on Saturday afternoons and finds himself looking forward to the time. He had also made another good move consisting of joining the Wesley Foundation. He eats three meals a day there at a very reasonable price plus three hours of his time a week. The good part of this eating system is that the students sit around a long table in the basement of the church, which tends to make for informal conversation. Although there are only a few girls who eat at this place, James states that he has met quite a few fellows through it already.

Today James did not seem to be in need of any great reassurance I am very pleased that he has made so much progress and has taken active, positive steps to improve his general adjustment I hope that he can have some success experiences such as getting good grades on his psychology lab reports or a better than average grade in his first quiz next week. He mentioned that he had already begun to think about his term paper for The Family and thought that he would write on the topic of "Like Marrying Like" I invited him to return whenever he wished and I believe that he will probably be back within a couple of weeks.

D S Form 207

SUMMARY OF INTERVIEWS

NAME *James Smith* Case Number *30861*

COLLEGE *PC*

DATE *7/30/47*

Summary.

James came in, I believe, with the intention of just talking over his first summer session experiences and achievements. He seems quite pleased with the way things are working out, stating that he feels much more confident than he did earlier in the summer Al-

though he didn't set the University on fire during the first summer session (C, B in psychology lab and C in The Family), he believes that his grades will pick up this session While he enjoyed psychology lab very much, the material during the summer is handed out at a very rapid rate and he found that he spent most of his time on that course to the neglect of his sociology. This session he is taking another sociology course and speech, which should be good for him.

James's social life is still pretty much confined to shows and his dancing lessons but he claims that he had little time for any more than this during the last six weeks. Today he expressed a desire to enter the College of Education this fall rather than waiting another year as Dr. Dunger had suggested. He feels that he is quite sure of Education and is anxious to actually dig into Education courses While Dr Dunger was actually more leary of James's emotional problems than lack of interest in teaching, James has preferred to pick up the latter. I brought up the possibility of retesting the Multiphasic at this time. Although this suggestion was threatening, James expressed a willingness to do so Before he has another talk with Dr Dunger, I would like to compare a recent Multiphasic with this mountain-range April profile.

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME *James Smith* Case Number *30861*

COLLEGE

DATE *8/6/47*

Summary.

Before talking to James again I wanted to talk to Dr Dunger and get a better idea of his attitude toward James's entering the field of education. Since Dr Dunger talked with James early this spring, he has had no further contacts with him except a casual meeting upon the campus. Today Dr. Dunger seemed to feel that James should definitely begin to consider other alternatives. He mentioned that one evening outside the Wesley Foundation he had bumped into this student. Dr. Dunger mentioned that James seemed very ill at ease and was self-conscious about the fact that he was smoking Dr. Dunger suggested that I mention an occupation that would involve contact with people but would not require leadership of any kind As a possibility he brought up library work. Generally he gave me

the feeling that he would not consider entrance into the College of Education for James I brought up James's new and much less elevated Multiphasic

James came in today for an interpretation of his recent Multiphasic. He seemed rather pleased with this but was anxious to get on to the question of his entering the College of Education this fall. I told him that Dr Dunger seemed to feel that some other field which would not require such challenging personal relationships might be more appropriate. To this James replied that he was sure that he could handle the class situation and generally felt quite confident about this. He asked if he might go over and have a talk with Dr Dunger I answered that if he wished I saw no reason why he shouldn't. However, it seems unlikely that he will be able to get into the College of Education fall quarter, and as he has more than the requisite 90 credits of junior college work, he should enter senior college In order to do this, he will have to select some area of specialization In this respect he intends to get an adviser over in the social work department to help him work out a program that would closely parallel his junior year requirements in the College of Education for a social science major Although he must have been very disappointed with my views concerning Dr Dunger's feeling, he did not appear to be taken aback At least for this year he will probably end up with a sociology or social work major in the senior college in S.L A.

D S Form 207

SUMMARY OF INTERVIEWS

NAME *James Smith* Case Number *30861*

COLLEGE

DATE *10/7/47*

Summary:

Today James just came in to let me know how things were coming along. He is registered for the fall quarter and will be carrying 14 credits Second summer session he came out with a couple of B's which surprised him as he had not expected to do so well. Also after my last talk with him he went to speak to Dr Dunger about registering in the College of Education Actually, James was already in the college as his registration back in the '30's still held over Dr Dunger accepted him and he will be majoring in the social sciences in this school James has also had a talk with a Bureau of Veterans' Affairs

counselor about taking his fifth year of work in educational psychology, getting an M.A James stated that he told the BVA counselor that he thought his own personal problems might help him in becoming a good counselor. Generally, he seems to be progressing very nicely academically and socially. I do not think that there will be much need for him to come in again, but he may drop in now and then just to report on his progress. Before leaving he said that he thought his counseling contacts had been very helpful and thanked me. He still tends to be considerably more tense than the average person, but probably this will always be true. The improvement is really gratifying.

April 27, 1948

Dr Burt Jewell
Mental Hygiene Clinic
Student Health Service

Dear Dr Jewell· *Re·* James Smith

I have had seven contacts with this client over a period from April, 1947, to October, 1947 Enclosed you will find profiles summarizing the test results on file for Mr Smith. This client first came in to the Bureau stating that he had just recently resigned from his post as policeman at Becker, Minnesota He went on to tell me that he had always disliked the routine and detail involved in the job but for a number of years had been unable to make himself break away from it He mentioned that he had completed two years of superior college level work back in 1938 and 1939 Incidentally, tests indicate very superior scholastic potential Also, the Strong Vocational Interest Test indicates interests most like those of men successfully engaged in social-service welfare and scientific professional occupations. During my interpretation of the Minnesota Multiphasic James opened up and went into an extensive history of his problems. He stated that he had always been ill at ease in social situations, and realized that he "could use a psychiatrist" Always he has experienced difficulty in relaxing with other people, being extremely inhibited. He mentioned that when things would go wrong on the job he would worry himself sick, bringing on migraine headaches During this first interview James stated that he would like to marry and raise a family, but that he had almost given up on this, feeling that he had nothing to offer a girl. After discharge from service he almost got married, but hesitated to ask the girl, believing that his job was not good enough. He claimed that since quitting his job he had felt considerably better Considering his extreme self-concern, it is not surprising that he talked in terms of psychiatry as a vocational objective at this time.

I next saw this client in June, when he had just entered the first summer session. He mentioned that he had contacted a psychiatrist

—Dr Munn located in the Medical Arts Building—whom he had seen for one appointment Dr. Munn, like myself, had discouraged James from going into college with psychiatry as a goal He mentioned, too, that the closer he gets to the school situation, the more he becomes concerned regarding the adequacy of his ability to do satisfactory work James mentioned at this time that he was most seriously considering Education I referred him to Dr Dunger in order to talk over the possibilities in this area About this time I had a number of phone conversations with Dr Dunger, who felt that James should definitely consider other alternatives than teaching Dr Dunger suggested that I mention an occupation that would involve contact with people, but would not require leadership of any kind. As a possibility he brought up library work

I last saw this client in October, when he said he came in to let me know how things were coming along He reported that he had received B's during the summer, and mentioned that he was surprised that he had done so well He had his College of Education program pretty well lined up, intending to major in the social sciences In this interview he still seemed to be extremely tense, but not quite so tied up in knots as a year ago. Recently I talked to one of the advisers in the College of Education office He checked James's file and reported that he had received practically all A's fall and winter quarters

If amplification of the above is desired, please call me at any time, and I will be interested in talking this case over in greater detail Even though this client had success experiences in the school situation, he still seemed to manifest extreme feelings of anxiety and insecurity I would appreciate it if I could get some information regarding how he is coming along at the present time

Sincerely yours,

Jane Wold
Counselor

CASE 10

D.S Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *28533*
Date *6/12/45*

Name *June Sommers* Interviewer *J G Darley*

I Client's statement of his problem.
II. Clinical data
  A From interview
  B From other sources.
III Clinical synthesis of problem
IV Diagnosis
V. Counseling techniques and their effectiveness.
VI Prognoses
VII Follow-up.

June 1, 1945

University Testing Bureau
University of Minnesota
Minneapolis, Minnesota

Gentlemen:

I would like to make an appointment with you for June Sommers for the vocational guidance tests She will be a sophomore there this fall, and she would like to take these tests some time between now and June 24. The sooner you can give her an appointment, the more convenient it will be for her

Yours very truly,

Mrs Carl O. Sommers

June 5, 1945

Mrs. Carl O Sommers
Endicott, Minnesota

Dear Mrs. Sommers.

We have made an appointment for June Sommers to see a counselor at 10 00 A.M, Monday, June 12. She may begin taking voca-

tional guidance tests immediately after seeing the counselor and should plan on spending two days testing We have also made arrangements for her to see the counselor again on Friday, June 16, at 2.30 P M, at which time he will interpret her test results for her

If the above dates are not convenient, please let us know

Very truly yours,

Ethel J Johnson
Secretary

6/12/45

I *Client's statement of his problem* She wants to find out what she'd be good in She wanted to take tests.

II. *Clinical data* June doesn't really expect to find any real career drive Her freshman year led her to believe she wasn't too strong a student (C average). She admits she has no strong career drive. She has had one quarter of subfreshman English, which means no teaching in that field

She hopes to try a sorority this fall.

IV. *Diagnosis* No problem, she will probably complete an ordinary liberal arts major

D S Form 208
(Revised 1945)

Date *June 12* 19 *45*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview Adjust-

ment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential*

Name *Sommers* *June* *C* Sex *Female*
Last First Middle

Present Address *Minneapolis* Phone ______

Home Address *Endicott, Minnesota*

Age *18* Date of Birth *Sept 1, '26*

Place of Birth *Minneapolis* Religious Preference *Congregational*

Marital Status Single *x* Married ______ Divorced ______
Widowed ______ Separated ______

Father Living Yes *x* No ______ Mother Living Yes *x* No ______

Check any of the following which are applicable.

Parents still married *x* Parents divorced ______
Parents separated ______ Father re-married ______
Mother re-married ______

If Father not living,
Name and Relationship of Guardian ______

Father's Name *Sommers* *Carl* Father's Age *48*
Last First

Father's Home Address *Endicott, Minnesota* Mother's Age *42*

Father's business or occupation Name of firm or employer *Department store*

Father's title, position or nature of work *Cashier*

Mother's Occupation Before Marriage *Student*

Mother's Present Occupation *Works in store*

Father's Birthplace *Independence, Missouri*

Mother's Birthplace *Browntown, Texas*

Father's Education *College—3 years.*

Mother's Education *University—4 years—didn't graduate*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ or Training)
1	*Ruth J*	*f*	*21*	*Jr Cadet Nurse*	*No*	*Nursing*
2.						
3.						

Name of preparatory or high school *Independence High*

Date of Graduation *May, 1944*

Type of course taken ______ Size of high school senior class *16*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
University of Minnesota	*F '44–Su '45*	

If not already attending the University of Minnesota, when do you expect to enter? ______

You will find listed below several kinds of leisure time activities *Draw a circle around each* of the activities *in which you engage* frequently Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list

I. *Individual Activities—either organized or unorganized*

A Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc ______

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies (specify)__________

C Reading, theatre, concerts, art museums, lecture, dance recitals__________

II. *Group Activities—either organized or unorganized*

D (all team sports—such as). Football, baseball, basketball, volleyball, hockey__________

E Dancing, "dates," bridge, poker, picnics__________

F Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc __________

G (Were you, or are you, an active member of any of these organizations) Y M C A. or Y W C A , Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H S or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc __________

H Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc.__________

What extra-curricular activities do you expect to participate in at the U. of M ? (As fraternity, basketball, etc) *Sorority—Y W C.A*

What types of books or articles interest you? (Fiction, biography, scientific, etc) *Fiction, biography*

What magazines do you read most frequently? *Reader's Digest, Good Housekeeping, Home Beautiful*

Answer the following questions *only* if you have attended or are attending a University

What is (or was) your major? *Sociology*

What year are you in? *Soph*

How many hours of study do you put in during the week (on the average)? *22*

Are you engaged in any outside work while attending the University? *Yes, formerly*

If so, what is the nature of this work? *Waitress*

How much time does it take each week? *20 hours*

Who is your employer? *University of Minnesota*

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below)

_____ To get a liberal education

_____ To prepare for a vocation

_____ For the prestige of a college degree

_____ To be with old school friends

__*x*__ To make friends and helpful connections

__*x*__ For social enjoyment, "college life"

_____ Without a college degree (or training) there is less chance of getting a job

__*x*__ To please parents or friends, family tradition

_____ To learn more of certain subjects

_____ It was the "thing to do"

__*x*__ Foregone conclusion, I never questioned why

_____ Will enable me to make more money

__*x*__ To get a general education

Explanation____

____

What other type of training have you considered besides a University education?____

How does your family feel about college work? (Check one)

_____ Doesn't care what you do

_____ Opposed to your going to college

__*x*__ Wants you to go to college.

Comments *Very insistent on fact*

____

____

Plans for your financial support in college (Check one)

_____ Entirely supported by family

__*x*__ Part-time work will be necessary (about how many hours a week?) *Earn room and board*

_____ Total self-support will be necessary (about how many hours a week?)__________

_____ G I Bill

_____ Vets Rehab Training

_____ State Aid

_____ Scholarship

_____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*).

Firm	*From* *To* (give year & month)	*Nature of Work*	*Salary* (per month)
University of Minnesota	*June 15–July 28*	*Waitress*	*58¢ hr.*

Which of these jobs did you like best? *All too apparent*

Why?

List, *in order of preference*, five occupations in which you would like to earn your living *Do not consider your abilities or job opportunities in making this list* Just consider whether or not you would be happy in the work

OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1. *Social worker*	*Interested in people*
2. *Journalist*	*Have always wanted to write. Unfortunately ability doesn't coincide with desires.*
3 *Teach math*	*Like the subject.*
4. *Teach English*	*Like the subject*
5. *Cashier—Banker*	*Wishful thinking*

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Married—happy—fairly well to do*

It is possible to make a rough classification of occupations in terms of your general interests and abilities In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit

3 Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.

2 Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work

1 Occupations involving social service activities, such as Y W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

_____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc

_____ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.

_____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc

_____ Occupations involving executive responsibilities such as director, office manager, foreman, etc.

What is your present vocational choice? *Sociology*

What other possibilities have you considered? *Teaching, Nursing*

When did you make your present choice? (give the year) *1945*

Why did you make this choice (check reason or reasons)

__x__ Family suggestion or tradition

_____ Friend's or teacher's advice

_____ The vocation of someone you admire or respect

_____ Suggested by study in school

_____ Suggested by study in college

_____ A long personal interest in the work

_____ It is most profitable financially

__x__ It is best suited to my abilities

_____ Chosen as being most interesting intellectually

_____ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for

Very certain and satisfied_____ Uncertain_____ Very questionable__x__

How much information have you about the requirements of the vocation you are choosing? None_____ Some__x__ Extensive_____

What vocation do (or did) your parents want you to follow? *Sociology or journalism*

Why? *Mainly to have a major—just 2 vocations of many*

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper.

____

____

____

____

Have you any physical disabilities? (describe) *Eyes* ________________

____

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill

	Age		Age
Whooping cough____	____	Hearing defects (specify)____	____
Mumps____	*x*	Typhoid fever____	____
Measles____	*x*	Smallpox____	____
German measles____	____	Diabetes____	____
Chicken pox____	*x*	Stuttering____	*7x*
Encephalitis____ (sleeping sickness)	____	Stammering____	____
Epilepsy____	____	Other speech defects____	____
Infantile paralysis____	____	Hernia____	____
Any other kind of paralysis____	____	Other physical defects____	____
Tuberculosis____	____	Fainting spells____	____
Pneumonia____	*5x*	Convulsion or fits____	____
Influenza____	*x*	Dizziness____	____
Any unexplained respiratory disorder____	____	Tingling____	____
Malaria____	____	Frequent or persistent headaches____	*x*
Chorea (St Vitus Dance) ____	____	Frequent or persistent backaches____	____
Rheumatic fever____	____	Eye defects (specify)____	____
Scarlet fever____	*5x*	Others (specify)____	
Heart disease____	____	__________	____
Nervousness____	____	__________	____
Sleeplessness____	____	__________	____
Exhaustion____	____		

Comments or remarks.

____

____

____

Underline any of the following words which describe your general make-up
persevering, friendly, patient ?, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious *to a degree*, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University

_____ Living at home with my family

__x__ Living in a University Dormitory or Cooperative House

_____ Living in a rooming house

_____ Living in a fraternity or sorority house

_____ Living in the home of an employer, of friends, or of relatives

_____ Living in my own apartment

From what person or other source did you hear of the Student Counseling Bureau?

____

____

____

Everyone faces problems throughout his life Some of these problems cannot be solved without help Many times they are very easily solved. At other times they are solved only after much effort Below are a list of problems with which young people are often concerned After those problems you have *not* been able to solve adequately, place a check (√) After those problems which you would like to discuss with a counselor, place a double check (√√). These will help us to be of greater assistance to you.

	Check Here
1. I usually feel inferior to my associates .	_____
2 I have been unable to determine how much time I should study	_____

	Check Here
3. I have too few social contacts	
4 I have difficulty in making friends	
5 I do not know how to obtain the money I need	
6. I have been unable to determine what I am best able to do	x
7. I do not know how to take good lecture notes	x
8 I do not get along well with my parents	x
9. I often have difficulty in keeping friends	
10. I am unable to determine what I would like to do	x
11 I have not obtained parental approval of my vocational plans	
12 I do not have enough to talk about in company	
13. I receive inadequate financial help from my family	
14 I do not know how to outline text-book assignments	
15. I am unable to get along with my brothers and/or sisters	
16. I have been unable to make a satisfactory religious adjustment	
17 I am not interested in my studies	
18. I do not have enough information about job opportunities and duties	
19. I am frequently embarrassed when with others	
20 I usually do not enjoy being with members of the opposite sex	
21. I am unable to do my work well because of too many social activities	
22 I usually do not know how to act in company	
23. I usually cannot read fast enough to cover all of my assignments	x
24 I usually have difficulty understanding what I read	
25. I do not know what the most appropriate training is for my chosen career	
26 I do not know if an education is worthwhile	
27. I feel guilty about something I have or have not done	
28. I have so much outside work to do that I am neglecting my school work	
29. I have trouble making myself study	x
30 I lack self-confidence	
31. I am dissatisfied with my state of health	
32 I do not know how to improve my personal appearance	
33. I do not know how to break certain habits I have	

Other problems____

____

____

Chief problem____

____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken Write in titles of any courses taken, not listed below

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
English	*B*	*B*	*A*	*B*	
Speech					
Journalism					
French					
German					
Spanish					
Latin			*B*	*B*	
Elementary Algebra					
Plane Geometry	*B*				
Higher Algebra			*B*		
Solid Geometry					
Trigonometry					
Ancient History					
Medieval History					
Modern European History					
English History					
American History		*C*	*B*		
C. L. P.					
Civics					
Social Science					
Sociology					
Economics					
General Science	*C*				

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
Biology					
Chemistry		*B*		*D*	
Physics					
Shorthand					
Typing					
Junior Business Training	*B*				
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training—Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S Form 207

SUMMARY OF INTERVIEWS

NAME *June Sommers* Case Number *28533*

COLLEGE *S.L A*

DATE *6/16/45*

Summary.

This interview was a follow-up from the preliminary on June 12th with Dr. Dailey As a consequence of the earlier interview, the test battery was recommended and results found as follows.

Test Data: Strong Vocational Test for Women showed A patterns of interest for the fields of general office and steno-secretary, and B-plus pattern for housewife. The Kuder Interest Test provided the

90th percentile for computational, 85 for social service, 70 for mechanical and persuasive, 50 for clerical, and the remaining were all below the 50th percentile. The Minnesota Clerical Aptitude Test shows both measures of the test giving percentile scores slightly above average The Cooperative General Math shows a raw score of 38 and a percentile score of 60 for S L A. freshmen

Counseling Procedures The significance of the test scores was explained to the student, and she was encouraged to apply the information verbally to her particular problem. Her conclusion was that the interests as indicated by the tests would support either the field of social work and sociology or statistics and mathematics The question of ability for these fields was somewhat obscured by the lack of data on the Ohio Psychological and the lack of agreement between high school scholarship percentile and the ACE taken in 1944 On the basis, however, of her record of a C average during her freshman year in S L A , it did not seem unlikely that there was adequate ability for the completion of a degree in either of her chosen fields In a discussion of University objectives which arose as a consequence of the above, the statement of the student to the effect that the University social situation was ideal in that it provided her with an escape from an unpleasant home environment elicited information concerning the basic conflict between the student and her mother The mother is a dominating individual who has selected for both her daughters the vocational goal which they should follow and who is disappointed in that this student is not obtaining A and B grades as she feels the student ought to be accomplishing. The student dwelt at some length upon the nature of the emotional problems created by her mother's attitude of dominating the social life of her two daughters, which apparently arises as a consequence of marital difficulties arising between the father and mother of the student. An effort was made to explain to the student the possibility that the mother's attitude was in itself a defense against the unfortunate combination of circumstances which had resulted in an unhappy marriage for her—in an effort to soften the student's attitude of maternal rejection.

VII. *Follow-up.* The student is to return to the Bureau during orientation week, and at that time it seems perhaps her mother will be accompanying her It was suggested that the student bring the mother into the Bureau and let this counselor go over the test and interest scores with her. Inasmuch as the mother is a University graduate herself, perhaps this will be as good a way as any of making the mother accept the limitations of this student. At that time it is hoped that perhaps the Minnesota Multiphasic and the Ohio Psychological No. 21 can be administered to the student in an effort to more clearly get a picture of basic personality and of capacity

D S Form 210A-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY PROFILE

SCB Case No *28533*

NAME *June Sommers* College *S.L.A.* Class *Soph.* Sex *F* Age

DATE	NAME OF TEST		R S	PER-CENTILE	NORM GROUP		10 20 30 40 50 60 70 80 90	
	H S Scholarship			*78*				
	ACE (1937)	TOTAL	*68*	*37*	*'37 U Fr*			
	Completion		*11*	*23*	*'38 SLA & G C. Fr*			
	Arithmetic		*16*	*55*				
	Artificial Lang		*14*	*40*				
	Analogies		*17*	*47*				
	Opposites		*10*	*9*				
	Ohio Psych. (*21*)	TOTAL						
	Opposites							

Analogies				
Read. Comp.				
Coop Eng 1938-OM TOTAL	*147*	*23*		*'38 SLA & G C Fr*
Usage	*111*	*44*		
Spelling	*12*	*12*		
Vocabulary	*24*	*9*		
GED (HS) Soc. Stud	*18*	*7*		*SLA fr.*
Nat Science	*23*	*26*		
Lit Mat	*21*	*1*		
Coop Math	*38*	*60*	*10*	*SLA fr. '39, 2 yrs math*
Clerical Numbers	*110*	*58*	*13*	*Gen pop., Clerical workers*
Names	*113*	*64*	*12*	" "
Minn Personality				
1 Morale	*170*	*43*		*U. fr.*
2 Social Adjust	*213*	*19*		
3 Family	*125*	*16*		
4 Emotionality	*142*	*15*		
5 Econ. Conserv.	*98*	*25*		

D S. Form 207

SUMMARY OF INTERVIEWS

NAME *June Sommers* Case Number *28533*

COLLEGE

DATE *12/12/45*

Summary:

The client dropped in to say that it was necessary for her to find a job in order to remain in the University next quarter. Apparently her family has suffered some financial reverses and can no longer afford to pay her way through school In an effort to solve the situation, the client had a job promised from a cafe, but her mother had refused to let her take a job as a waitress in a public eating house. The Student Housing Bureau was contacted, and a job was found available for her in the Union as a cashier between the hours of 10 30 and 2 30 in the afternoon in the bag lunch room. Her schedule was rearranged so that it would be possible for her to take this work, but of course it will be necessary for her to get permission and acceptance into the classes before we can be certain if she can have the hours free to do the work. She is to report back later this afternoon after she has been through 108 Folwell

D.S Form 207

SUMMARY OF INTERVIEWS

NAME *June Sommers* Case Number *28533*

COLLEGE

DATE *5/17/46*

Summary.

Miss Koepke of the Disciplinary Counseling Office called today asking me what I knew of June Sommers. It seems that their office has become interested in the girl inasmuch as her behavior in the dormitory has involved several minor infractions of the rules. Miss Koepke told me that she has been seeing Miss Sommers off and on and it was her opinion that June had not responded to the counseling as well as most cases She also got the impression that June would tell me more

than she would tell Miss Koepke about her problems. Miss Koepke said that June's mother has been in town and has visited with Mrs. Cassidy at the dormitory. Mis Cassidy provided a full report of the conversation and seemed to have the impression that June's mother is a well-intentioned individual and not at all as dominant as June makes her appear At any rate, Miss Koepke asked me to call June in for an interview and I agreed to do so. I called Mrs. Cassidy and she said that she would see that June would get over for an interview in the near future

May 19, 1946

Mr John D Foley
213 Administration Building
Main Campus

Dear Mr Foley. *Re* June Sommers

The tests recorded on the accompanying profile were taken at the Bureau during the month of June, 1945 At that time, the student was seeking vocational information and counseling and trying to plan her University program.

She has been seen by the undersigned counselor on two or three occasions. It seems to me that there has been quite a lot of change in the demeanor and the personality of this girl since I first saw her in the middle of last summer At that time, she told me of her home situation and in particular of the most unpleasant relationship between herself and her mother As I got the picture at that time, the mother is a dominating individual, a university graduate who has selected for both her daughters a vocational goal which she believes that they should follow June stated that the basic difficulty was probably the fact that her father and mother did not get along too well and that the manner of getting along at all was by the father taking no active part in planning and running the house In consequence, the mother has taken over everything, supervising the education, setting the goals and the standards of her daughters, and controlling their social life as much as possible. At that time, she told me that there would be stretches of two or three days during which, due to the conflict with her mother, they would not speak to one another. June was definitely looking toward the University as a means of escaping from the home situation I did note at that time that she was overemphasizing her need for social recreation

I saw her again in December of 1945 and she stated that she was not getting the financial support she needed from home and therefore she was planning to take a job around the campus. She had been working as a waitress at a cafe but her mother refused to let her continue I was able to line up a job for her through the Student Employment Bureau as a cashier in the student union. The girl left a distinctly unpleasant impression when she was seen on this occasion, however.

When she came for the appointment, she brought a friend with her who did not appear to be a University co-ed. She was very heavily "painted up" on this occasion and she looked as though she was doing this primarily to attract attention. Although she smoked during the time of the interview, she did not leave the Bureau after walking out of my office, but she and her friend sat down in the corridor under the "No Smoking" sign and had a couple of cigarettes to fortify themselves On this occasion, I used the pretext of the University employment to suggest that she take the Multiphasic which she agreed to do but has failed to follow up on

On every occasion, rapport with June has been excellent although I have not been as certain as I was that she can be relied upon to tell the truth in all situations. As I was the first counselor that she saw after arriving on the campus, she seems to feel that I can help her in most situations I should have perhaps guessed that something was "in the wind" inasmuch as she made two appointments recently and then failed to show up on either occasion.

Sincerely yours,

H Wilkes Wright
Counselor

D.S. Form 207

SUMMARY OF INTERVIEWS

NAME *June Sommers* Case Number *28533*

COLLEGE

DATE *8/25/46*

Summary·

June came in to see me to inform me that she had been dropped from school by Dean Stromburg and had been told that she could not reenter until spring, 1947. It seems that she had been dropped for poor scholarship, but the major difficulty, of course, was personality and behavior. She admitted that she had been spending a great deal of her time in the evening in bar rooms and taverns downtown. She admitted to several escapades of rather unusual nature, and in general stated that her life here on the campus had been pretty much of a complete mess She was going home at that time to work in the store which her mother owned and in which her father worked. She stated that she felt no real relief from the situation at all and that the situation was one which sooner or later she would completely break away from and if necessary run away from home entirely, leaving no

word as to where she'd gone. I asked her if she could think of any remedy for the situation and she wondered whether or not she might continue to return to the University for counseling during the next quarter or so. I agreed to this on the condition that her mother be permitted to come in and talk to me also so that I might get both sides of the story, for June continues to hold her mother responsible for her own difficulties. It was agreed that I would see June about once every second or third week for a two-hour session and would give her a chance to work out some of her problems with me. I wrote to Mrs. Sommers and told her about it.

D S Form 207

SUMMARY OF INTERVIEWS

NAME *June Sommers* Case Number *28533*

COLLEGE

DATE *8/26/46*

Summary:

June dropped in today to request a couple of other vocational guidance tests as she had come to the conclusion that social science was not a suitable field for her major effort She told me that she had been dropped by the University and was not permitted to return until spring and she doubted very much whether she would return to the University at that time. In the meantime, she is going to work as a sales clerk, her behavior being closely supervised by her mother. I had not had an opportunity to discuss with her the events of the past year. As mentioned in earlier case notes, she had been seen by Miss Koepke in the Disciplinary Counseling Office. Miss Koepke had felt that she was making no progress with June June referred to Miss Koepke in a most impolite fashion saying that Miss Koepke was the type who, having caught a person in error on one or two occasions, believed that she would do that all of the time when not supervised or watched June did not say too much about her past year other than that she was out a great deal with a group of students, both boys and girls, who spent the major part of their time in a tavern She stated that she did not drink too much on any one occasion but did a great deal of steady drinking, although mostly confined to beer. She stated that she knew that she let her course work fail but inasmuch as everything she touched was going bad anyway, it was not a surprise to her that she failed at the University. I talked to her a little bit about her

selection of friends and she stated that she felt drawn to girls with the same ideas as hers The Multiphasic probably is better than anything in portraying the personality pattern of this girl. The outcome of our discussion is to be found in the letter which I sent to June's mother.

August 29, 1946

Mrs. Carl Sommers
Endicott, Minnesota

Dear Mrs. Sommers:

A couple of days ago June dropped into my office to discuss the possibility of seeking further vocational guidance tests, inasmuch as she believes that her current objective is not suited to her interests and abilities.

I reviewed with June the events of the past year and we agreed that what was needed was a much more thorough review and reorganization of her entire life plan and personal values in order that the educational objective might have some place in a more inclusive organization It is my belief that no program of education, whether academic or vocational, will be successful until there has been a much more thorough re-evaluation of social and personal attitudes than can be accomplished simply through one or two tests.

I suggested, therefore, that she return to the University Counseling Bureau for a series of counseling interviews during the next several months It seemed to me that if it could be arranged that she could come in for a two-hour clinical interview every other week, by the time she was ready to return to school a great deal more hope could be held for her future It would certainly seem at the present time that merely remaining away from the University for a period of several months will not of itself assure any greater success than her experience last year.

I told June that I was going to write to you on this matter because I believed that your cooperation would be essential if the plans were to be a success. May I further add that I would feel much more hopeful of helping June if I were able to see you for a short period when you next visit the Cities?

Yours very truly,

H W Wright
Counselor

9/12/46

Mr. H W. Wright
101 Eddy Hall
University of Minnesota
Minneapolis, Minn.

Dear Mr. Wright:

Because I have been out of town for the last ten days I just received your letter of August 29. Thank you for writing to me. I shall be

glad to cooperate with you in any way you suggest. I have known for a long time that June's sense of values was very much distorted, but I have failed completely in trying to alter it.

I can be in Minneapolis on Thursday the 18th of this month or on Friday, but Thursday is a better day for me I can see you at any time Will you please write and let me know when it will be most convenient for you to see me?

Yours very truly,

Mrs Carl Sommers

September 15, 1946

Mrs Carl Sommers
Endicott, Minnesota

Dear Mrs Sommers:

You have been given an appointment with Mr Wright on Thursday, September 18th, at 2 30 P.M.

If this is not convenient for you, please let us know.

Sincerely yours,

Estelle Maus
Secretary

D S. Form 207

SUMMARY OF INTERVIEWS

NAME *June Sommers* Case Number *28533*

COLLEGE

DATE *9/18/46*

Summary

Mrs Sommers struck me as a very young-appearing woman of somewhat dominant personality pattern, who might be as unorthodox in her way as her daughter would be in hers. I would have liked very much to have been able to get Mrs Sommers to take the Multiphasic at the very beginning of the interview to confirm my feelings about her dress, appearance, and method of speaking. She started by telling me in great detail about June's childhood. As a youngster she said June was popular, well liked, and extremely lovable at home She associated with children of her parents' friends, primarily, and the background of the children was excellent. She related that her own father, that is Mrs. Sommers' father, owned a string of stores in Minnesota and Wisconsin, and about four or five years ago told her that she

was to have this store in Endicott but that inasmuch as the cashier and manager had left, she would have to protect her own interests Apparently she was able to talk her husband into giving up his job and joining her in this venture. Her description of Endicott and its people portrayed a lot of pent-up emotion. She said that the people there were ignorant and that morals meant absolutely nothing to them. She typified the community by saying that it was the habit of every mature person there to either spend their time getting drunk, or on immoral escapades.

She stated that it was at this time she attempted to exercise the greatest influence over June. She tried to explain to her that the children she found in Endicott were not of her own class, with the result that June eventually came to look upon her mother as a social snob. Her mother stated that June remained gregarious and that she at all times had to have friends. By combating this tendency in June, she developed within the girl a belligerence, combativeness, and complete indifference to her.

Mrs Sommers referred to the two children, both daughters, in the following way. In that situation the older child became self-sufficient, quiet, and emotionally indifferent to everyone in the family. The younger girl, June, has developed this accentuated feeling of need for friends and people, and need for social acceptance. Mrs. Sommers referred to her husband as a nervous introvert who had left the bringing up of these children entirely to her. She said that there were frequent arguments between the two of them during the early years of their marriage, but that the husband had more or less withdrawn into the background in recent years. I asked if relations between them at the present time were cordial and based upon true admiration for each other and her answer was that she could never admire and respect any man who demanded that his wife wear the pants and make all the decisions. She stated that her own childhood had been most erratic. She had been moved from family to family and she is now determined to give June a nice home and all the things that she, as a girl, had not had. She stated that she and her husband had been able to find no friends in Endicott, but that a year and a half ago they had joined a bridge league in a neighboring town and that they had gotten to know a great many people through that contact. She mentioned by name a Dr. James Byrnes and then added, "But one could hardly say that anyone could respect him, at least for long." Returning to the subject of June, she stated that she believed the real difficulty was that June had a fake sense of values, that she would prefer a cigarette in a third-rate beer parlor to a date with boys of good family background. At

that point she burst in with "I had more personal pride than to do anything like that. I couldn't have done it as a girl." She stated that she had tried to tell all this to June but got nowhere except to cause a blowup between the two of them

I told Mrs Sommers as much as I knew about the personality structure of her daughter. I emphasized the tremendous need for social approval and for dependence and placing the responsibility for her exaggerated speaking of this in the environment by failure of the home to provide a natural source of love and affection, and specifically indicated that probably the father could do more at the present time to bring his daughter into line than she could herself. Mrs Sommers told me of an uncle of June's, a practicing doctor in a small town north of Endicott, and mentioned that perhaps June might be sent to live with them and work in the doctor's office as a sort of receptionist. Inasmuch as June seems to have a very close feeling for this doctor and a great admiration for him, it seems to me that this might be a good solution. I suggested, however, that along with those plans she should certainly try to develop an increased understanding of her daughter's needs, particularly on the part of Mr Sommers. I suggested that on the days on which June comes down here, that Mr. Sommers might drive her to town, have lunch with her, and perhaps take her to a show in the evening before returning to Endicott. I cautioned Mrs. Sommers against taking too active a role in the proceedings and made it very clear that the success of the program would depend primarily upon the spontaniety of June's father's action toward her. We closed the interview with the plan to have June drop in for two or three sessions at bi-weekly or tri-weekly intervals, and then have Mrs. Sommers return again for further consultation with me.

9/23/46

Dear Mr Wright·

Before you talk to June on Thursday I thought you might like to know what the situation was here at home.

I talked with June's father about the whole thing. I explained it to him as frankly as you did to me, and he agreed to do everything he could I do not actually know how June feels about her father's belated interest in her, but her response was immediate, and if not 100%, at least very marked and far greater than I had dared hope.

Friday night he suggested that she improve her bridge game to the point where she could play in tournaments with him She stayed at home and they dealt out bridge hands for several hours. Saturday evening she went out as usual, but was back in about 30 minutes and asked if he would give her some more bridge lessons. Saturday eve-

ning we had guests. She was home most of the evening and behaved very like a lady. Last night we were both at Southwestern and she said she drove around with another girl for a couple of hours and then came home. I have not verified this.

While we have not come close to penetrating her Iron Curtain, her belligerence is far less marked and she actually appears to be grateful to her father for his interest.

I do not know whether you are interested in this information or not. Toss the letter in the waste basket if it is of no help.

Most sincerely,

Mrs. Carl Sommers

11-19-46

Dear Mr. Wright:

Will you please set a time for June's next appointment and let me know when it is? Most any day but Monday is fine.

Since June saw you last her attitude here has been very much improved. She is always pleasant and cooperative. Last night she went to the first dance she had gone to since coming home. There were two dances at nearby towns and she was asked by different boys to go to each dance. She refused them both and went with a high school girl on a chartered bus. Those last four words should be in caps. The dance was at Southwestern, 25 miles away, and she got home at 2:10. She came into my room and talked with me. Obviously she had had nothing to drink and looked as fresh and immaculate as when she left, which would indicate no necking.

Her interests at home seem to be broadening, too. She has started to knit a sweater and some baby things for a friend of mine. She has even gone so far as to bake bread three times in the last two weeks, which is more than her mother has ever done.

On the wrong side of the ledger: her voice and laughter, when she is with her contemporaries, is still too loud. She complains too much about trivial ailments, real or otherwise. But she has gotten to the point where she laughs at herself when she does it. I have never told her what it indicates. Should I? She goes to the cafe very seldom, and never stays more than a few minutes. How she would take criticism now, I don't know. There has been nothing to criticize her for.

All this looks awfully good to me, but I still can't talk to her very well. I hope you won't think that it isn't necessary for you to see her any more. Until she arrives at the point where she is really ashamed of her past and shows a real determination to live differently, I would like you to work with her.

I would like very much to hear from you.

Yours very truly,

Mrs. Carl Sommers

December 4, 1946

Mrs Carl Sommers,
Endicott, Minnesota

Dear Mrs Sommers:

I have hesitated answering your letter of the 19th of November until I was more certain of the plan for staffing the Bureau during the Christmas season and also until the rush of students who are trying to register for the winter quarter has somewhat abated I find now that I will be able to see June on Wednesday, December the 17th and I have set aside from 1 30 to 3 30 for her.

I am delighted at your favorable report of June's conduct. Your success in the case is certainly startling and I appreciate the difficulty which it imposes upon you Referring, however, to your last paragraph, I would like to add a word of caution. From June's standpoint it is not at all important whether or not she is ashamed of her past and certainly not important whether or not she demonstrates this in any observable fashion. Certainly my concern with her, and I think yours as well, is with the present and the possibility of predicting the future in terms of the present I have no doubt at all that June is perfectly well aware that the situation would be eased for her if she were to do lip service to you and to her father and to claim to be deeply ashamed of what has happened in the past and verbalize extensively on how this would never happen again Certainly one of the amazingly strong features about the girl's character is her unwillingness to indulge in this type of duplicity and hypocrisy Breaking the girl's pride in herself would destroy one of the real building blocks that will provide a reasonable basis for predicting consistent behavior from her present performance.

I have not been idle on the case and have been working over and over again the material which I have here at hand and hope before much longer to have something concrete in the way of a report for yourself.

Yours very truly,

H Wilkes Wright
Counselor

12-5-46

Mr H W. Wright
University of Minn.
Minneapolis, Minn

Dear Mr Wright.

Your letter came this morning, giving June an appointment for Wednesday, Dec 17th at 1 30. I am afraid it will be impossible for her to keep that appointment. Her cousin graduates the night of Dec 18 and since I have no way of coming home that night I will have to be in

Minneapolis both the 18th and 19th. To be away on the 17th is more than my fellow employees will take. Could you possibly give June an appointment for any time at all on the 19th, or in the afternoon of the 18th? She, as I forgot to state, will be coming down with me A 2.00 o'clock appointment on the 18th might be better than a 1·30 should our bus be late.

Will you please let me know at your earliest convenience if you can make this change? Otherwise different arrangements will have to be made.

Yours very truly,

Mis Sommers

December 9, 1946

Mrs. Cail Sommers
Endicott, Minnesota

Dear Mrs. Sommers

At your suggestion I have transferred June's appointment to December 19, 1946, at 1:30

I trust that this arrangement will be satisfactory.

Yours very truly,

H W. Wright
Counselor

CASE 11

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *35520*

Date *7/9/46*

Name *Frank Wheeler* Interviewer *Alice Christian*

I Client's statement of his problem
II Clinical data.
  A From interview.
  B From other sources
III Clinical synthesis of problem.
IV Diagnosis
V Counseling techniques and their effectiveness.
VI Prognoses.
VII. Follow-up.

I. *Client's statement of his problem* The client wants to train at the University of Minnesota to be a civil engineer, but is not a high school graduate. He wants to know his "chances of getting into the University" and hence wants to attempt to be admitted on the basis of tests "If I could get into General College, I could then sort of get my feet on the ground."

II. *Clinical data*

Disability The client had polio when he was about 2½ years old. It affected his left foot particularly. He has no difficulty in walking but he can't stand for a long time. He didn't volunteer much information about this disability.

Miss Swanson of the State Rehabilitation Department said, "Club foot, bilateral," "25 per cent loss of use of feet." He has limitations in walking, standing, stooping, and lifting. The client goes as a polio case, but there is no actual proof of polio.

He has a slight awkwardness or limp in his walk.

Educational and scholastic record. He completed the 11th grade and quit school in January, 1943. Frank claims he wasn't interested, didn't study, "fooled around, etc.," ". . . thought I was a big shot,

but as it turned out I was less than anybody." (See Miss Swanson's report for grades.) One year algebra, one-half year plane geometry.

Present vocational choice: Engineering (civil). Claims his work experience has been mainly in related work but he has found he has to have training in it to get anywhere. He has been thinking of highway work. He doesn't believe that his disability will handicap him in civil engineering. He claims that his disability did not limit him when he did summer field work, including a little survey work, for the state highway department. Here he claimed the disability does not limit him in walking. He claims engineering has been his only vocational interest.

Attitude toward college and chances at college: He wants first to get into General College (he has heard about General from others) and use the first year to get his "feet on the ground." Although he claims engineering is his vocational interest, he said in reference to that one year in General College "Then I can find out what I want to do." He feels college is important to "get anywhere." He doesn't want to work with his hands and be dirty all his life and, at the age of 50, be no further along. He doesn't want to be like his father (a laborer). He wants to be very comfortably fixed in his later life

He is certain he can score sufficiently high on the tests to be admitted, but he is concerned that high school grades are also considered for admission. He feels he can make the grade in college because he has "learned my lesson" about school work. When asked what he would be interested in doing if he couldn't be admitted to the University, he replied that he didn't want to consider that until he actually found out he couldn't be admitted.

He is not concerned about his mathematics deficiencies for engineering or about losing time in General College

He does not want to consider returning to high school because he wouldn't want to be with the younger students.

Appearance: Miss Swanson: Frank has had to be spoken to a number of times about his very "sloppy" appearance. She believes that it has interfered with his job possibilities. His teeth had been bad too, but they have been fixed His appearance has improved.

In the interview today, Frank was neatly groomed and had a good average appearance. He was affable and at ease

Work record. (See Miss Swanson's brief report.) Frank claims that his work experience has been mainly with the state highway department—about 2½ years (off and on from 1943 to 1946 Longest time was one year, from April, 1945, to May, 1946). He did inspection work, some survey work, office work (computing yardage), and some drafting.

Finances He believes he can finance one year in General College on his own He thought one year would cost him about $150 if he had board and room at home

III. *Clinical synthesis of problem* The client, single, 21, with club feet (bilateral), claims that he wants to enter the University and take engineering He has not completed high school, does not have a good high school record, and is deficient in mathematics requirements for engineering The present employment information indicates job instability, but the client claims he has had about 2½ years' work with the state highway department The client wants first of all to be admitted to the University, and then determine during his first year what he wants to do, although, as has been indicated, he claims engineering as his preference. Miss Swanson indicated concern about his attitude toward jobs and his appearance, and specifically requested that he be given the Multiphasic Question first: Is he of college caliber?

IV. *Diagnosis.* The test information reported by the State Rehabilitation Department strongly suggested that the client is not of college caliber His approach to jobs and vocations seems pretty immature and unrealistic. Although he claims to have learned his lesson in high school ("thought I was a big shot," etc.), he apparently still fails to look at himself and his vocational future realistically The counselor does not know how much the "don't-want-to-be-like-my-father" or the family situation enters into the picture, or how much more enjoyable college may look than a job

V *Counseling techniques and their effectiveness* Questioning, reflection, a very little information (*e* g., General College in relation to the Institute of Technology, counseling procedures, etc), a few direct comments (such as, a profession does not ensure a good salary, etc). Questioning mainly to elicit information, but once used deliberately to prepare client for possible failure in admission to University. ("What do you think you'd like to do if you aren't admitted to the University?" "I don't want to think about other things until it actually happens.") Restatement seemed mainly to make client more affable and at home When the client was elaborating on the comfortable life with prestige he would like when he gets older, a few chatty or kidding comments or questions by the counselor about salaries, professional people tied down to jobs, etc , seemed to be somewhat effective because the client indicated that he guessed one would have to consider all angles in a job and decide what a person wanted

VI. *Prognoses* Not college caliber, and would have definite study problems. He will have to be oriented toward a nonprofessional occupation

7/9/46. Telephone report from Miss Swanson, State Vocational Rehabilitation Department, St Paul, when she referred the case to Student Counseling Bureau today

Disability. Club foot, bilateral (This case usually regarded as a polio case, but no proof of polio) Twenty-five per cent loss of use of feet. Limitations in standing, walking, stooping, and lifting

Left high school at the end of eleventh grade, January 1943 High school grades.

English· 78, 75, 75	American History 75
Journalism: 77	Typewriting: 75
German I 77	Shop· 87
Mathematics. 75	Mechanical Drawing 80, 90
World History 75	Physical Education: 88, 90

School tests.

9/24	Otis Form A, R S 33, percentile 40, IQ 97	
9/39	Orleans Algebra Prognostic, Form A, R S. 112 (amply good for algebra course)	
11/39	Minnesota Clerical Aptitude	Nos R.S 89 Names R S 78

In 1941 he was doing best in mechanical drawing Vocational High was recommended, but no transfer was made Frank was manager of the high school baseball team in 1942 He expressed interest in getting into the Merchant Marine that year He broke his finger, skipped school, was not making the grade in school, had a disagreement with his English teacher, and decided after a Christmas vacation job at the post office that he wanted to quit school.

The rehabilitation counselor tried to interest him in radio repair and pattern making, and had him investigate training possibilities at Dunwoody and Vocational. He worked for a short time at a radio shop He did not get the job at that time—Swanson thought because of his "sloppy appearance" He did work there later for a short time, but the employer thought Frank wasn't "speedy enough" He had a summer drafting job In March, 1944, Frank thought he wanted to go to a diesel engineering school, but the school was not on the approved list. He worked for the highway department for a short while, then worked for about a year as a cutter apprentice He quit to go back to the highway department—nearer his home and he wanted to go to school. In May, 1946, he started working at the company where he is working now, though he is at present on vacation. He earns $1 25 an hour and apparently does cleaning work.

Now he has an idea he wants to train at the University to be an engineer. He was referred to the Student Counseling Bureau to investigate the school situation

Tests at State Employment Service, 1943

Pressey Classification. R S. 66, percentile 80, Employed workers

O'Rourke. R S. 53, twelfth grade	Kuder, 6/43	
Clerical–Low	Mechanical	97 5%
Radio Service–High	Computational	60
Aircraft Woodwork–High	Scientific	46
Mechanical Drawing–Medium	Persuasive	65
Machine Shop–High	Artistic	88
	Literary	42
	Musical	16
	Social Service	16
	Clerical	71

Swanson: Appeared to be "bit of a job changer," "no sense of responsibility." Particularly requested Multiphasic

D.S Form 213-2-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

S C B. Case *35520*

Name *Frank Wheeler* College ______

Class ______ Sex ______ Age ______

DATE	NAME OF TEST	R S	PERCENTILE	NORM GROUP
	COOP CULTURE ( ) TOTAL			SLA Soph
	H & S S			
	For Lit			
	Fine Arts			
	Science			
	Math			

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
7/46	Coop Gen Math. HS-P	*30*	*29-2-4*	SLA Fr '39 2 yr HS IP
	Coop Chemistry ( )			2 yrs
	Coop Algebra			
	Coop. Social Studies			SLA Fr '39
	Coop Natural Science			
	Iowa Math Apt			
	Iowa Chem. Apt			
	Johnson Science			
	Minn Tests in Medicine TOTAL			Pre-Med
	1938 Class of Terms			
	Spatial Relations			
	Problem Solving			
	Relevancy			
	Science Information			
	Science Survey			
7/46	Bennett Mec. Comp	*48*	*78*	Cand for Tech
	Revised Paper Form Board	*46*	*39*	IT Fr. '41
	Bell Adjustment Invent TOTAL			Description of Adjustment
	( ) Home			"
	Health			"
	Social			"
	Emotional			"
	(Occupational)			"
7/46	*Eng. Phy Sci apt*	*41*	*31*	*Ent. St 42*

D S Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. *35520*

Name *Frank Wheeler* College ______

Class ______ Sex ______ Age ______

DATE	NAME OF TEST		R S	PERCENTILE	NORM GROUP
	H S Scholarship *Marshall*				
7/46	A C E (1937)	TOTAL	*62*	*28*	1938 Univ Fr
	Completion		*9*	*15*	1937 SLA GC Fr
	Arithmetic		*8*	*23*	"
	Artificial Language		*12*	*29*	"
	Analogies		*15*	*26*	"
	Opposites		*18*	*32*	"
	Ohio Psych ( )	TOTAL			SCB Fr ( )
	Opposites				
	Analogies				
	Reading Comp				
	Miller Analogies ( )				
7/46	Coop Eng (1938-OM)	TOTAL	*103*	*6*	1938 SLA GC Fr
	Usage		*47*	*2*	
	Spelling		*15*	*18*	
	Vocabulary		*41*	*39*	
	G.E.D				
	1 Eng Expression		S S		Type I Inst.
	2 Social Studies		S.S		"
	3 Natural Science		S S.		"
	4 Literary Materials		S S.		"
	Coop Reading Comp	TOTAL			
	Vocabulary				
	Speed				
	Level				

DATE	NAME OF TEST		R S	PER-CEN-TILE	NORM GROUP
	Coop Culture (U)				SLA Soph.
	C S P.				
	H. & S S.				
	Lit				
	Sci.				
	F.A.				
	Math				
	Minn Clerical Apt.				Gen. Pop-( )-Cler Wrk
	Numbers				" "
	Names				" "
	Minn Personality Inv				U of M Fr
	1 Morale				
	2 Social Adj.				
	3 Family				
	4 Emotion				
	5. Econ Cons.				
7/46	*Wechsler*	*Full*	*124*	*118*	*IQ cf test*
		Verb	*57*	*112*	*IQ cf test*
		Perf	*67*	*122*	*IQ cf test*
7/46	Finger Dex.		*244*	*78*	*cf test*
	Tweezer Dex		*350*	*53*	

D.S. Form 208
(Revised 1945)

Date *July 14* 19 *46*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. *All the information is confidential.*

Name *Wheeler* *Frank* ______ Sex *Male*
Last First Middle

Present Address *South Minneapolis* Phone *AT 8297*

Home Address *Same*

Age *21* Date of Birth *11/23/24* Place of Birth *Yankton*

Religious Preference *Luth*

Marital Status Single *✓* Married ___ Divorced ___
Widowed Separated ___

Father Living Yes *✓* Mother Living Yes *x*
No ___ No ___

Check any of the following which are applicable.

Parents still married *✓* Parents divorced ___

Parents separated ___ Father re-married ___

Mother re-married ___

If Father not living,
Name and Relationship of Guardian ___

Father's Name *Wheeler* *John* ___ Father's Age *49*
Last First

Father's Home Address *South Minneapolis* ___ Mother's Age *45*

Father's business or occupation: Name of firm or employer *Hamm Brewery Company*

Father's title, position or nature of work *Bottle house laborer*

Mother's Occupation Before Marriage

Mother's Present Occupation *Toni, Inc.*

Father's Birthplace *Germany*

Mother's Birthplace *Des Moines, Iowa*

Father's Education *through 8th grade*

Mother's Education *through 8th grade*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ. or Training)
1	*Delmar*	*M*	*18*	*12*	*No*	*Grocery clerk*
2.	*Marilyn*	*F*	*17*	*11*	*No*	
3						

Name of preparatory or high school *University* Date of Graduation

Type of course taken *Mixed* Size of high school senior class

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN

If not already attending the University of Minnesota, when do you expect to enter? *Fall quarter*

You will find listed below several kinds of leisure time activities *Draw a circle around each of the activities in which you engage* frequently Include both the things you like to do in High School and the things you like to do now Add any activities in each group that do not appear on the list.

I *Individual Activities—either organized or unorganized*

A Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc ______

B Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies (specify) ______

C. Reading, theatre, concerts, art museums, lecture, dance recitals ______

II *Group Activities—either organized or unorganized*

D. (all team sports—such as): Football, baseball, basketball, volleyball, hockey ______

E. Dancing, "dates," bridge, poker, picnics ______

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc ______

G (Were you, or are you, an active member of any of these organizations): Y M C A or Y W C A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc ______

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc. ______

What extra-curricular activities do you expect to participate in at the U. of M? (As fraternity, basketball, etc) ______

______

What types of books or articles interest you? (Fiction, biography, scientific, etc) ______

What magazines do you read most frequently? *Sports, Life, Pathfinder*

______

Answer the following questions *only* if you have attended or are attending a University

What is (or was) your major? ______ What year are you in? ______
How many hours of study do you put in during the week (on the average)?

______

Are you engaged in any outside work while attending the University?

______

If so, what is the nature of this work? ______________________

How much time does it take each week? ______________________

Who is your employer? ______________________

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below):

__x__ To get a liberal education

__x__ To prepare for a vocation

_____ For the prestige of a college degree

_____ To be with old school friends

_____ To make friends and helpful connections

_____ For social enjoyment, "college life"

__x__ Without a college degree (or training) there is less chance of getting a job

_____ To please parents or friends, family tradition

_____ To learn more of certain subjects

_____ It was the "thing to do"

_____ Foregone conclusion, I never questioned why

_____ Will enable me to make more money

_____ To get a general education

Explanation *So as to get a decent job in the field of engineering* ______________________

____

What other type of training have you considered besides a University education? ______________________

How does your family feel about college work? (Check one)

_____ Doesn't care what you do

_____ Opposed to your going to college

__x__ Wants you to go to college

Comments *Because of their lack of education*

____

____

Plans for your financial support in college (Check one)

_____ Entirely supported by family

__x__ Part-time work will be necessary (about how many hours a week?) *24*

_____ Total self-support will be necessary (about how many hours a week?) _____

_____ G.I. Bill

_____ Vets Rehab. Training

__x__ State Aid

_____ Scholarship

_____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*).

Firm	*From To* (give year & month)	*Nature of Work*	*Salary* (per month)
State Highway Dept	*4/45-4/46*	*Engineer's aide*	*$173*
S & M Company	*5/44 4/45*	*Laborer*	*$.78 hour*
State Highway Dept	*9/43-1/44*	*Engineer's aide*	*$144*
E & G Company	*6/43-9/43*	*Draftsman*	*$90*

Which of these jobs did you like best? *State Highway Department*

Why? *Because I liked the type of work*

List, *in order of preference*, five occupations in which you would like to earn your living *Do not consider your abilities or job opportunities in making this list* Just consider whether or not you would be happy in the work.

	OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1.	*Engineering*	*Previous experience*
2	*Chemist*	*Always a job for a good chemist*
3	*Businessman*	*Be my own boss*
4.		
5		

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Engineering*

It is possible to make a rough classification of occupations in terms of your general interests and abilities In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

____ Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc

3 Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work.

____ Occupations involving social service activities, such as Y W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

_____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.

__*1*__ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.

_____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.

__*2*__ Occupations involving executive responsibilities such as director, office manager, foreman, etc

---

What is your present vocational choice? *Engineering*

What other possibilities have you considered? *Chemist, Business*

When did you make your present choice? (give the year)______

Why did you make this choice (check reason or reasons)

_____ Family suggestion or tradition

_____ Friend's or teacher's advice

_____ The vocation of someone you admire or respect

_____ Suggested by study in school

_____ Suggested by study in college

__*x*__ A long personal interest in the work

_____ It is most profitable financially

_____ It is best suited to my abilities

_____ Chosen as being most interesting intellectually

__*x*__ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for

Very certain and satisfied_____ Uncertain _*x*_ Very questionable_____

How much information have you about the requirements of the vocation you are choosing? None_____ Some_*x*_ Extensive _____

What vocation do (or did) your parents want you to follow? *Engineering*

Why? *Because I have shown the most interest there*

We are interested in determining why you have considered your present occupational choice. Below write all the things that have happened to you which you think might have influenced your vocational interests. If you need more room, use the other side of this paper

1½ years with State Highway Department as an engineer's aide in the field.

Have you any physical disabilities? (describe) *Polio in left leg*

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

	Age		Age
Whooping cough *x*	*?*	Hearing defects (specify)	
Mumps *x*	*?*	Typhoid fever	
Measles *x*	*?*	Smallpox	
German measles		Diabetes	
Chicken pox *x*	*?*	Stuttering	
Encephalitis (sleeping sickness)		Stammering	
Epilepsy		Other speech defects	
Infantile paralysis *x*	*?*	Hernia	
Any other kind of paralysis		Other physical defects	
Tuberculosis		Fainting spells	
Pneumonia		Convulsion or fits	
Influenza		Dizziness	
Any unexplained respiratory disorder		Tingling	
Malaria		Frequent or persistent headaches	
Chorea (St. Vitus Dance)		Frequent or persistent backaches	
Rheumatic fever		Eye defects (specify) *Glasses*	*9*
Scarlet fever		Others (specify)	
Heart disease			
Nervousness			
Sleeplessness			
Exhaustion			

Comments or remarks:

Underline any of the following words which describe your general make-up:

persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

__x__ Living at home with my family

_____ Living in a University Dormitory or Cooperative House.

_____ Living in a rooming house

_____ Living in a fraternity or sorority house

_____ Living in the home of an employer, of friends, or of relatives

_____ Living in my own apartment

From what person or other source did you hear of the Student Counseling Bureau?

Miss Swanson, State Department of Rehabilitation

____

____

____

Everyone faces problems throughout his life. Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort. Below are a list of problems with which young people are often concerned. After those problems you have *not* been able to solve adequately, place a check (√). After those problems which you would like to discuss with a counselor, place a double check (√√). These will help us to be of greater assistance to you.

Check Here

1. I usually feel inferior to my associates . . . . ______
2. I have been unable to determine how much time I should study . . . . ______
3. I have too few social contacts . . . . ______
4. I have difficulty in making friends . . . . . . ______
5. I do not know how to obtain the money I need . . . ______

	Check Here
6. I have been unable to determine what I am best able to do	*x*
7. I do not know how to take good lecture notes	
8 I do not get along well with my parents	
9 I often have difficulty in keeping friends	
10 I am unable to determine what I would like to do	
11 I have not obtained parental approval of my vocational plans	
12 I do not have enough to talk about in company	
13 I receive inadequate financial help from my family	
14 I do not know how to outline text-book assignments	
15. I am unable to get along with my brothers and/or sisters	
16 I have been unable to make a satisfactory religious adjustment	
17 I am not interested in my studies	
18. I do not have enough information about job opportunities and duties	
19 I am frequently embarrassed when with others	
20. I usually do not enjoy being with members of the opposite sex	
21. I am unable to do my work well because of too many social activities	
22. I usually do not know how to act in company	
23. I usually cannot read fast enough to cover all of my assignments	
24. I usually have difficulty understanding what I read	
25. I do not know what the most appropriate training is for my chosen career	
26 I do not know if an education is worthwhile	
27 I feel guilty about something I have or have not done	
28. I have so much outside work to do that I am neglecting my school work	
29. I have trouble making myself study	
30 I lack self-confidence	
31. I am dissatisfied with my state of health	
32. I do not know how to improve my personal appearance	
33. I do not know how to break certain habits I have	

Other problems ______________________________

____

____

Chief problem ______________________________

____

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
English	*D*	*C*	*C*	*X*	
Speech					
Journalism			*C*		
French	*C*				
German					
Spanish					
Latin					
Elementary Algebra	*C*				
Plane Geometry					
Higher Algebra					
Solid Geometry					
Trigonometry					
Ancient History		*C*			
Medieval History					
Modern European History					
English History					
American History			*D*		
C L P				*X*	
Civics	*C*				
Social Science					
Sociology					
Economics					
General Science					
Biology					
Chemistry					
Physics					
Shorthand					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
Typing			*C*		
Junior Business Training					
Commercial Law					
Industrial Geography				*X*	
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing	*B*	*A*	*A*	*X*	
Electricity					
Manual Training—Wood Shop					
Tin Shop	*B*	*B*			
Machine Shop					
Automotive Engines					

D.S Form 207

SUMMARY OF INTERVIEWS

NAME *Frank Wheeler* Case Number *35520*

COLLEGE

DATE *7/26/46*

Summary:

I *Client's statement of his problem.* Admission to the University

II. *Clinical data.* Although Frank said in general the tests were hard, he exhibited considerable disappointment when he learned of the scores on the college aptitude test. He stated that he thought he would do well in those tests The counselor interpreted the Wechsler-Bellevue in relation to the college aptitude test and pointed out that he apparently is weak in verbal ability, in contrast to general intelligence and performance. She interpreted the rest of the tests, pointing out the difference between academic ability and achievement tests and the practical test and the vocational interest test. He asked the counselor if she thought he could be admitted to General College,

and she stated that that is a question that the admissions committee determines, but pointed out that, in addition to tests, grades in high school are considered.

He recognized that he did not make a good showing in high school. He, however, feels that he has learned his lesson and could do much better work in college. He had hoped to get into General College and show that he could handle college work. He did not know how he could make up his mathematics, but hoped that it would be possible to do so in General College. He is not interested in taking adult education courses in mathematics. When the counselor asked him what the results of the tests looked like to him, he stated that he guessed it looked like he should go into one of the trades, but added that that is not what he wanted to do.

He said that he quit the Highway Department because he had interests at home (apparently a girl friend) that made him want to leave instead of being out in the state. He said that in addition the engineer under whom he had so much enjoyed working was no longer in that department; therefore he did not have as much reason to stay. He said he quit the drafting job because of the pay, which was $22 a week. He was doing a tracing job there.

When the counselor suggested another appointment to talk through the vocational situation further, he said he did not know when he could see her because he had to get a job He said he had an appointment this afternoon for a job with the city of St. Paul. He promised to call in and make an appointment with the counselor.

His appearance today was good. He was neat and clean in sports attire. He appeared to be at ease in the interviewing situation.

III. *Clinical synthesis of problem* The client is single, 21, with club feet (bilateral) who left high school before completion, and who had poor grades in high school He took tests with the idea of trying to get to college on the basis of tests. He thought he first wanted to get into General College in order to show that he could do college work, and then transfer to the Institute of Technology to train to be a civil engineer. He has a percentile rank of 28 on the ACE and 6 on the Coop. English. The verbal section of the Wechsler-Bellevue is more or less in line with the College Aptitude Test, whereas on the performance section of the Wechsler he shows superior ability. His mathematics score is comparable to his ACE score in relation to S L A. freshmen and is, of course, inferior to entering freshmen engineers, but much closer to the average engineer on the paper form board, and above average on the mechanical comprehension test. The interest test was in line with his college aptitude test. His interests are

similar to those of men in the trades field, with secondary interests in the scientific (such as engineering) field His comment regarding the tests would seem pretty accurate, but he is at this time unwilling to accept the direction pointed by the tests. He has not been too stable in his work record, and the vocational rehabilitation counselor had some question about his personality factors. The Multiphasic did not indicate any unusual deviations from the normal.

IV *Diagnosis* This boy's good performance on the Wechsler performance and the results of the mechanical tests suggest the practical or trades fields, provided he would accept such occupations and get down to work. Apparently he has been doing wishful thinking and now will have to be more realistic in deciding on a vocational future

V. *Counseling techniques and their effectiveness.* The counselor started out by asking him how the tests were, if any were particularly difficult, or if there were any on which he thought he had done better than on the others. He said that in general he thought they were rather hard, and asked how he had done on the tests. He had little to say and the counselor had to continue in the rest of the interview with questioning and information giving. Frank has apparently done some wishful thinking so far as a professional future is concerned and apparently had some difficult in accepting the indicated facts. The counselor did not have time to discuss alternative occupations, but suggested that Frank come in again and talk to her. Frank said he had been laid off his job, and had to start working immediately.

VI. *Prognoses.* The counselor will not be surprised if Frank does not return for further counseling. She suspects that he got the information he needed and would not be willing to carry through to working out any substitute plan. He bumped into a bit of reality when he came to thinking of admission to the University, and since it looks as if he cannot be admitted, it is possible that he would feel that there is no point in coming back here again.

VII. *Follow-up.* The counselor will contact Miss Swanson of Vocational Rehabilitation, who referred Frank to the Student Counseling Bureau, and give Miss Swanson a telephone report of the case to date If Frank has not returned within two weeks, the counselor will call him at his home, and determine whether he has got a job and whether he cares to come back for further counseling

8/9/46. The counselor called Miss Swanson, State Vocational Rehabilitation, today to report the results of the interview with Frank. Since it appears that Frank may not return to the Counseling Bureau for a while, the counselor felt that Miss Swanson should have a report.

September 20, 1946

Miss Swanson
Vocational Rehabilitation Division
Department of Education
St. Paul, Minnesota

Subject. Frank Wheeler

Dear Miss Swanson.

Since Frank has not been back to see me since I gave you a preliminary telephone report of his test results on August 9, 1946, and it appears that he has dropped his idea of taking University training, I am submitting his test results in writing. Although Frank has not completed high school, he had hoped the tests would indicate that he has the ability to take college training to be a Civil Engineer.

As you will notice on the attached test profiles, he appears to be below average in college aptitude in comparison to entering University freshmen, as he scored in the lowest 28 per cent on the A.C.E. (American Council on Education, 1937 form) The difference between the IQ of 112 and 122 on the verbal and performance parts of the Wechsler-Bellevue individual intelligence test suggests that Frank has a verbal weakness (although still high average in comparison to the general population) in contrast to superior nonverbal ability in comparison to the general population. Frank's performance on the college aptitude test and on the verbal part of the Wechsler-Bellevue would appear to be consistent There was not a wide range in the sub-test scores on either the A C.E. or the verbal part of the Wechsler.

Frank's performance on the English (Cooperative English, 1938–OM form) and mathematics (Cooperative General Mathematics, HS-P) achievement tests was inferior to entering college freshmen. Although he had hoped to take Engineering, he had had only Algebra in high school, and scored in the lowest 2 per cent of entering freshmen in the Institute of Technology with less than 2 years of high school mathematics. His aptitude for Engineering and physical science subjects appears to be somewhat inferior to the average entering students' in those fields, as he scored in about the lowest one-third on the Engineering-Physical Sciences Aptitude test.

In contrast to Frank's performance on the college aptitude and achievement tests, Frank did well on the mechanical aptitude test He apparently has a superior understanding of mechanics, as he did better than the average freshman entering the Institute of Technology on the Bennett Mechanical Comprehension test (His performance on this test would be even higher in comparison to candidates for apprenticeship training.) He would appear to have very good conception of spatial relations, as he scores about low average on the Revised Minnesota Paper Form Board in comparison to entering Institute of Technology freshmen (The level of competition in the Institute of Technology in this aptitude is, of course, higher than for the skilled trades fields.) He would appear to have adequate finger dexterity for most

trades occupations, with the exception of those requiring extremely fine dexterity, as he scores in the upper 78 per cent of the general population on the O'Connor Finger Dexterity test, and was average on the tweezer dexterity test.

According to the Strong Vocational Interest test, it would appear that Frank's interests are most like those of men in trades and outdoor occupations There is some indication of interest in engineering and in business His interests would appear to be fairly well matured, are definitely masculine in nature, and are not at the professional occupational level

There are no indications of definite personality problems on the Minnesota Multiphasic Personality Inventory; all scores are within the essentially normal personality pattern

In summary, it would appear that Frank's interests are most similar to those of men in the trades and outdoor occupations, that he has very good practical intelligence, that he is weak in verbal ability and general college aptitude in comparison to college freshmen, that he is inferior in achievement in English and mathematics subjects in comparison to entering college students, that he has very good mechanical aptitude, and that he has an essentially normal personality pattern It would therefore appear that Frank should consider some of the trades types of occupations rather than a professional occupation.

After I interpreted the test results to him, I asked Frank what the test results indicated to him, and he replied that he guessed it looked "like I should go into a trade." He indicated, however, that that idea was not very acceptable to him My own hunch was that he had hoped to raise his socioeconomic level by professional training I invited him to return to discuss alternatives to engineering, but he stated that he did not know when he could come in again. I suggested, therefore, that he might call for an appointment later, but as stated before, he has not called

The above information is a recapitulation of the material I gave you over the telephone. If you have any questions, or desire further information, call me at MAin 8177, extension 585

Sincerely yours,

Alice M Christian
Counselor

CASE 12

D.S. Form 207B-R47

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

PRELIMINARY INTERVIEW

Case Number *16284*

Date *4/6/48*

Name *Carl A. Brandon* Interviewer *J Klare*

I Client's statement of his problem
II. Clinical data.
  A From interview.
  B. From other sources
III Clinical synthesis of problem.
IV. Diagnosis
V. Counseling techniques and their effectiveness.
VI. Prognoses
VII. Follow-up.

(Counselor's dictated notes)

I. *Client's statement of his problem.* "Dean Peterson said for me to come over to talk to you. I'm not doing well in my courses."

II. *Clinical data* It developed that Carl has had trouble in school ever since entrance. He is now on probation and Dean Peterson sent him over apparently for thorough discussion of his problems

He feels he has difficulty understanding what he reads and has improved some through the rhetoric reading classes, but not enough to really compete effectively. I suggested other possibilities such as lack of interest or ability, and in connection with this asked if he would like to see his entering scores. He had never known his ranking on the Cooperative Algebra and Johnson Science tests, and our discussion was limited to those two tests. He accepted the results as meaning he might not be suited for the Agriculture curriculum

In developing alternatives, the idea of more testing was suggested and the possibility of training at Dunwoody or in mortuary science here were discussed.

III *Clinical synthesis of problem.* Low aptitude for present course, vocational indecision

IV *Diagnosis.* Lack of information regarding self and courses.

V. *Counseling techniques and their effectiveness.* Questioning, suggestion, test interpretation, referral to Occupations Files for information especially regarding Dunwoody, selection of test battery.

VI *Prognoses* Poor for present course. Poor (?) for more mechanical course.

(Actual transcription of the above interview)

S. I talked to Dean Peterson, and he said I should come and talk to you . . . uh . . . I want to try and find out what I could do to increase my . . . I mean improve my record . . . and I'd like to have some advice . . .

C. You mean you're having trouble . . . with . . . studying?

S Yes . . . with my school exams . . .

C. Uh huh. What seems to be the trouble . . . can you . . .

S. Well, uh . . .

C Tell me a little about it?

S. I don't know . . . it seems . . . I . . . study . . . I mean . . . I . . . do enough studying . . . can't seem to uh . . . make the grades . .

C. Uh huh

S. Well, I have one difficulty in spelling . . . I'm trying to overcome that . . . taking the spelling lab . . . this quarter . . .

C. Uh huh.

S. And see if that will improve it . . . affect it any . . .

C. You don't think it's the time then . . . you think you're studying enough . . .

S. I think I'm studying enough, yes . . . uh huh . . . (pause) But uh . . . I don't know if it's my study . . . the way I study . . . or what it is . . .

C. Uh huh. Do you think you do a pretty good job of studying when you are studying with time limits?

S Well, it seems to me . . . I don't know I . . . try to, but . . . just doesn't seem to uh . . . comprehend too much .

C. Do you have some trouble understanding what you read?

S. Yes, uh huh. (long pause)

C. How about your reading uh . . . from when you first learned how to read . . . and so on . . . have you uh . . .

S. Well, uh . . .

C. Been able to comprehend right along?

S. Well, not too much . . . I took . . . reading lab last quarter, too . . . I'm . . . I'm always a slow reader . . .

C. You are very slow?

S Uh huh. Then I took this reading lab fall and winter quarters I think that . . . helped me a lot.

C You're talking about the reading lab over in the rhetoric uh . .

S Yes.

C Courses on the Ag Campus?

S. On the Ag Campus, yes.

C. Do you think anything happened there much that . . that has helped you?

S. Well, I . . . I can read a little faster now . . . and I seem to comprehend . . .

C. Uh huh You're not quite satisfied still . . . with the way you do.

S That's right.

C. Uh huh. Sometimes a problem like that is of long standing and you can't hope to build yourself up in a very short time . . . when it is something that has been building up all through your school years (long pause) Sometimes it's related to other things also . . . I mean it might not be just reading difficulty . . . it might be a lack of interest in your subject . . .

S. Well, that might be . . . because like . . . now chemistry is giving me a hard time. Then there is uh . . . well, I don't know . . . it shouldn't, like some subjects, like in animal subjects . . . animal husbandry . . . subjects and on the Main Campus I should be interested in those . . .

C You just find that they aren't as interesting as you . . .

S That's right . . .

C. As you think they should be. (long pause) Did uh . . . Mr. Peterson tell you anything about what we might do here? What we might talk about?

S. No, he didn't He said I should come over and talk to you . . .

C. Uh huh. There are several possibilities . . . what we might do . . . one might be to take some tests . . . uh . . you've probably had quite a few reading tests . . if you've been taking some of that work. It might be that other tests, not just reading tests, would give us a picture there For example, an interest test. (pause) Have you ever had anything like that?

S. Uh . . . these uh . . . aptitude tests uh . . and . . . are those in the same order or . . .

C. Uh, yes. Some of them would be what I'm talking about . . .

S. I . . took those in my senior year in high school.

C. Did you?

S. Uh huh.

C. Was that an interest test? (pause)

S I don't know. I can't recall what they . . . they called it . . . an interest test or what it was . . .

C Uh huh (pause) We give many different kinds of tests . . and they are sometimes lumped together and called aptitude tests . . .

S Oh, I see

C. But each one might really be telling you something different about yourself.

S Uh huh.

C. One might give you an idea of your general ability to handle college work. And another might give you an idea of your interests. Another might give you an idea of your background in math and science . . (pause) . . . and it would be then a combination . of all of those that might be considered aptitude. Have you ever seen any test results for yourself?

S. I uh . not . . . I haven't seen the results . . . I think my IQ is . . . it's pretty low . . . let's see, I talked to my high school superintendent. I think he said it was 98 . . . I think it was.

C. When was that?

S That was my senior . . . uh . . . senior or sophomore year I took this aptitude . . .

C. Uh huh.

S. I mean, I've . . . that doesn't mean too much . . . does it?

C. You mean does that have any bearing on college?

S. Yes, and is it . . .

C. Well, we don't usually talk too much about IQ in terms of college work. We have some other tests that are designed to give you an idea of where you rank with college students . . . and they would perhaps be better. You've never seen how you came out on anything like that?

S No, I haven't.

C. Would you like to look at your results? I think I have some here for you.

S. I . . I would.

C Do you remember taking that science test and the algebra test last September when you entered?

S. Uh huh Yes, I do . . .

C. Those results might be the kind of thing that we're talking about (pause) Here they are on the sheet here . . .

S Uh huh.

C. In this column it indicates where you ranked . . . on a percentage basis . . compared to entering agriculture freshmen. This number places you on a rank on a scale from 1 to 100

S. Uh huh.

C. If you were then at the 50 on that, that would mean that you were right at the average.

S. Uh huh . . . (pause) So I'm below average . .

C. The ranking there would be below average. (pause) Those tests, by the way, have been given to quite a few students over the years in that college and they have an idea of how you might be able to handle the work in that college from how you do on those tests.

S. Uh huh.

C. Scores . . . uh . . . (pause) . . . like this would be the kind of scores . . . that persons make who have difficulty in making a satisfactory record . . . in that college (long pause) (Client sighs toward the end of pause)

S. The answer, I mean, I always did have a hard time and it was through my high school and . . .

C. Uh huh. Do you find that you have that same sort of trouble in your college chemistry?

S. Yes, I think I do

C. Uh huh. It's the same thing there . . .

S. Uh huh. (long pause) Uh . . . do you think that's because of the background . . . that I didn't have too uh . . . good a background in those subjects?

C. Well, yes. Either that or you didn't master it well . . .

S Uh huh.

C. There are those two possibilities. (pause) You know there are all kinds of abilities and academic ability is just one kind of ability. It might be that you don't stand too well in that kind of ability It may be that there are others for you. What sort of things do you think that you can do well?

S. You mean in subjects?

C. Or anything.

S. (Pause) Well, I don't know. (pause) I don't believe I understand what you mean.

C. That's a kind of hard question to answer. (pause) What I mean is are there things that you like to do better than school work or that you feel that you do better than school work?

S. Well, I mean there isn't much else . . . I mean, there's . . . I've lived on the farm all the time . .

C. Uh huh Do you like that kind of work?

S. Oh, yes . . (pause) that's about the only work I ever did . . . I mean, it's . . . in fact, I know I like that . . .

C. Uh huh. What did you do?

S. Oh . . . just general farm work uh . . . all around the farm.

C. Like any of it better than any other part?
S. Oh, the machinery part I like better . . . tractors . . .
C. Did a lot of work on tractors?
S. Oh, yes, I have . . . (long pause)
C. That's an example of a kind of ability that's different from school work ability . . . mechanical skill . . .
S. Uh huh.
C. Working with machines and understanding them . . . it seems to be a very different kind of ability from academic or scholastic or college ability, we might say. (pause) Have you ever considered going into some kind of work that involves that sort of skill?
S. Well, like uh . . . certain mechanical work?
C. Uh huh.
S. I was . . . I uh . . . I haven't thought much about that but . . . like going to Dunwoody and taking up some mechanical courses . . . a person could do that . . .
C. You haven't considered it for yourself?
S. No, I haven't . . . like . . . I mean, I haven't written in there and asked for their bulletin or anything . . .
C. Uh huh. We have some tests here for that purpose too, tests that would give you a little better idea, maybe, of where you stand in that kind of aptitude or skill. They would be different from this kind of test that you've taken before. (pause) It might possibly be that you would like to do something on that order just to see where you stand and explore alternatives . . .
S. Uh huh.
C. To the course that you're in now . . . (pause)
S. I could do that . . . I might find this course I'm taking now . . . it's too hard . . . (laughs)
C. You're beginning to think that . . . that it may be too rough for you . . .
S. Yeah . . . I think so . . . (pause) I mean, I think I'll uh . . . transfer to something else after the spring quarter is over . . .
C. What is your official status with the college now?
S. You mean my . . . honor point ratio? That's a .56 and I haven't raised it any . . .
C. Does that mean that you're on probation?
S. Yes, uh huh. (long pause)
C. Have you talked over any other possibilities with Mr. Peterson or anybody?
S. No, I haven't . . . no, I just saw him that one day and he said I should have an appointment up here. (pause)

C Well, what we sometimes do is, as I said, start out with kind of test and then by talking with you about what alternatives look possible to you, then sometimes we can reach an answer on the thing as to what possibility would be best (pause) You said that you had started thinking about transferring to something else . . . what things have you considered?

S. Well, uh . . either . . . go to Dunwoody or else . . . uh . . . I've . . . talked to one of the students . . . his . . . his roommate . . . he took up mortuary science and I . . I just had those two things in mind . .

C. You haven't considered anything else or have you narrowed it down to these two things?

S. Well, uh . . . no, I just considered . . . I think those two . . .

C. Those are the only ones you've been thinking about at all Do you have very much information about . .

S. No, I haven't . . .

C. Those possibilities?

S Not at the present, no

C. Well, we have information about Dunwoody . . .

S Uh huh

C. In our files. We can give you a little idea of the courses that are available there, and I think that we would suggest going and seeing the place and maybe talking . . .

S. Yes .

C With them, in addition to looking over the bulletin (pause)

S. Now this . . . mortuary science uh . . that's a . . just two years, isn't it?

C. It's a year in the General College . . .

S. General College and a year up here . . .

C. And then the mortuary science course in extension. Have you seen the bulletin on that?

S. No, I haven't uh . . do you have it?

C Yes. The General College bulletin gives the pre-mortuary science course.

S. Uh huh

C. And then the mortuary science is written up in the Extension bulletin . . . (pause) Maybe we can look at them next time . I . . . don't locate them right now . . .

S. Yes . . . uh huh.

C And if you would like, you could get them for yourself over at the Administration Building. Do you know where it is on this campus?

S. Yes, it's over there by the . .

C Ask at the information booth which is in the middle of the lobby.
S Uh huh
C And you can get the bulletins that you wish there. You'd want the one for the General College .
S Yes
C And the one for Extension You may ask for others, too, by the time we get through talking
S Well, is that . . . that . . mortuary science, is that . . . is it as difficult as . most of the other subjects?
C. You mean as in any other courses?
S Yes.
C At the University?
S Uh huh.
C Well, that's a problem that's kind of hard to say yes or no to, because it depends on you.
S Uh huh.
C The general idea is that it is not as difficult because it is not as long . . .
S Uh huh.
C. A course (pause) But it would depend on you as to whether it would be difficult for you or not.
S. I mean . that General College . . this one . uh . . . fellow . . . his roommate . he went to a teachers' college for a year and took up General College and then he transferred back up here I guess he said he's finding it . it isn't too difficult for him . . . yet, we're two different people again . . .
C. And different courses.
S. Uh huh (pause)
C. Well, what would you like to do? Would you be interested in seeing what material we have on Dunwoody?
S. Yes, I would.
C And would you like to maybe take one or two tests, and come back and talk about them later?
S I think that's fine yes . . .
C. I'll show you the ones that I have in mind
S. Uh huh.
C They might be things like dexterity tests giving you an idea of how able you are using your hands, and mechanical comprehension . . that kind . . .
S Uh huh.
C Of thing. Then perhaps an over-all interest test, and perhaps an over-all ability test (long pause)
S. I think I'd like that choice . . .

C. You think you'd like to do that?
S. Uh huh, I think so
C. O K. Then I'll check the card for those that we've been talking about.
S. Uh huh.
C. I wonder, would you be interested in a reading test? And maybe a study habits inventory while we're . . .
S. Sure
C. Doing it? I'm sure that this reading test is different from the one you take over there . . . (pause) Are you classed as a freshman still?
S. Yes, uh huh . . .
C. Then we'll put freshman on the card so you'll be compared to freshmen.
S. Uh huh.
C. Some of these are long and others are short . .
S Uh huh
C. I can give you an idea of how long it will take you in all and then we can arrange when you might be able to come back.
S. Uh huh.
C. It will probably be about uh . . . (pause) . . . 6 hours or so of testing in all and our testing room is open all the time between 8 and 12 and 1 and 5, Monday through Friday. One or two of them will require appointments but most of them won't require any appointment and means you can come then just at your own convenience between those hours I mentioned.
S Uh huh
C. Do you think maybe that you'll have time to come over a couple of times within the next week or so?
S Oh, yes
C. Uh huh.
S. In the afternoons from 1 on . .
C Uh huh, then maybe we could see each other about . . uh . . this same time next week or a week from now
S. Uh huh.
C. Let's fill them out too then . . . (referring to card and asking spelling of name).
S. That's right.
C. Do you have a middle name?
S. Arlington.
C. And what is your home address?
S. Miles City, Minnesota.
C. How do you spell that?

S (Spells)

C You're not a veteran, are you?

S No, I'm not

C. And how old are you?

S. Nineteen

C And you graduated from high school

S Yes.

C. In?

S 1947

C. Darby High School?

S. Yes.

C Miles City, Minnesota?

S Uh huh (pause)

C. O.K. This card is put at the entrance to the testing room and it authorizes you to take the tests When you come in, you ask for your card at the entrance to the testing room I'll show you where it is as we go out.

S. Uh huh

C I wonder if you would like to look at the material that I mentioned on Dunwoody this afternoon . . do you have time now?

S Oh, yes, I still have time.

C When do you have a class?

S I have a dental appointment at 4.

C. At 4?

S. Uh huh.

C. Well, we'll go out and arrange for the next appointment and then I'll show you where that information is.

S Uh huh

C Do you think there's anything else that we should talk over right now or does that kind of cover it for the moment?

S. I think that covers most of it . . I can't think of any more . . .

C Uh huh

D S. Form 213-1-47R

UNIVERSITY OF MINNESOTA
Office of the Dean of Students
Student Counseling Bureau

SUMMARY OF TEST SCORES

SCB Case No. *16284*

Name *Brandon, Carl A* College *Agriculture*

Class *Fr* Sex *M* Age *19*

DATE	NAME OF TEST		R S	PERCENTILE	NORM GROUP
6/47	H S Scholarship			*73*	
1/47	A C.E (1937)	TOTAL	*33*	*3*	1938 Univ Fr
	Completion		*6*	*7*	1937 SLA GC Fr
	Arithmetic		*0*	*1*	"
	Artificial Language		*7*	*7*	"
	Analogies		*11*	*8*	"
	Opposites		*9*	*7*	"
4/48	Ohio Psych (21)	TOTAL	*50*	*15 42*	SCB Fr ('42) GC Fr '41
	Opposites		*8*	*11 27*	
	Analogies		*19*	*19 49*	
	Reading Comp		*23*	*14 51*	
	Miller Analogies ( )				
1/47	Coop Eng (1938-OM)	TOTAL	*112*	*8*	1938 SLA GC Fr
	Usage		*84*	*16*	
	Spelling		*8*	*6*	
	Vocabulary		*20*	*5*	
	G E D				
	1. Eng Expression		S S		Type I Inst
	2. Social Studies		S S		"
	3. Natural Science		S S.		"
	4. Literary Materials		S S.		"
4/48	Coop Reading Comp	TOTAL	*147*	*5*	*Ent Fr*
	Vocabulary		*44*	*2*	
	Speed		*49*	*9*	
	Level		*54*	*17*	

DATE	NAME OF TEST	R S	PER-CEN-TILE	NORM GROUP
	Coop Culture (U)			
	C S P			SLA Soph
	H & S S			
	Lit			
	Sci			
	F A			
	Math			
	Minn Clerical Apt			
	Numbers			Gen Pop-( )-Cler Wrk
	Names			" "
9/47	Minn Personality Inv			U of M Fr *Ag & For '41*
	1 Morale	*164*	*39*	
	2 Social Adj	*215*	*46*	
	3 Family	*142*	*48*	
	4 Emotion	*172*	*78*	
	5 Econ Cons	*107*	*73*	
9/47	*Johnson Sci*	*36*	*26*	*Ag Fr '38*
9/47	*'36 Co-op Alg*	*12*	*20*	"
4/48	*Wrenn Study Habits*	*+33*		
4/48	*Bennett Mechanical*	*35*	*25*	*Cond. Tech Course*
5/48	*Manual Dexterity*	*192*	*95 7*	*Gen Pop Male*
5/48	*Finger Dexterity*	*252 1*	*71*	" "
5/48	*Tweezer Dexterity*	*280*	*95*	" "

D S Form 208
(Revised 1945)

Date *April 27* 19 *48*

STUDENT COUNSELING BUREAU
University of Minnesota

INDIVIDUAL RECORD FORM

To the Student

The purpose of this blank is to bring together essential information about you, so that you can make efficient use of your interviews with

us. The information that you give in the following pages is a very useful addition to the tests you take, and will aid in making more specific use of the test results.

Final responsibility for decisions and plans always rests with the person being counseled However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques, may enable you to make your decisions and plans more wisely than you could make them unaided It is not to be expected that all problems will be solved in a single interview Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test *All the information is confidential.*

Name *Brandon* *Carl* *A* Sex *Male*
Last First Middle

Present Address *Minneapolis* Phone *CL-0059*

Home Address *Miles City, Minnesota*

Age *19* Date of Birth *Mar 1, 1929*

Place of Birth *on the farm Miles City* Religious Preference *Lutheran*

Marital Status. Single *x* Married ___ Divorced ___
Widowed ___ Separated ___

Father Living Yes *x* Mother Living Yes *x*
No ___ No ___

Check any of the following which are applicable.

Parents still married *x* Parents divorced ___
Parents separated ___ Father re-married ___
Mother re-married ___

If Father not living,
Name and Relationship of Guardian ___

Father's Name *Brandon* *Raymond* Father's Age *62*
Last First

Father's Home Address *Miles City, Minnesota* Mother's Age *51*

Father's business or occupation·

Name of firm or employer *Farmer*

Father's title, position or nature of work *Farmer*

Mother's Occupation Before Marriage *Farm girl*

Mother's Present Occupation *Housewife*

Father's Birthplace *Miles City, Minnesota*

Mother's Birthplace *Parker, Minnesota*

Father's Education *Eighth grade*

Mother's Education *Eighth grade*

Brothers' and Sisters'

	Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual Occ or Training)
1	*Marlys*	*F*	*23*	*2 yrs col-lege*	*No*	*Parochial school teacher*
2.	*Dennis*	*M*	*21*	*Eighth grade*	*No*	*Farmer*
3	*Clayton*	*M*	*16*	*Junior in H S.*	*No*	*Farm*
4	*Peter*	*M*	*12*	*6th grade*	*No*	*Farm*
5.						

Name of preparatory or high school *Darby High*

Date of Graduation *1947*

Type of course taken ______ Size of high school senior class *22*

Colleges or special schools attended (including present attendance) and also including special training or private instruction in art, music, stenography, etc

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
Agriculture College, U. of M	*Fall quarter*	*Ag Ed*

If not already attending the University of Minnesota, when do you expect to enter? ____________

You will find listed below several kinds of leisure time activities. *Draw a circle around each* of the activities *in which you engage* frequently. Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list

I. *Individual Activities—either organized or unorganized*

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc ______

B Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modeling, other hobbies (specify) ______

C. Reading, theatre, concerts, art museums, lecture, dance recitals ______

II. *Group Activities—either organized or unorganized.*

D (all team sports—such as) Football, baseball, basketball, volleyball, hockey ______

E. Dancing, "dates," bridge, poker, picnics ______

F Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc

G (Were you, or are you, an active member of any of these organizations): Y M C.A or Y W C A , Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc ______

H Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc ______

What extra-curricular activities do you expect to participate in at the U of M.? (As fraternity, basketball, etc.) ______

What types of books or articles interest you? (Fiction, biography, scientific, etc.) *Fiction and biography*

What magazines do you read most frequently? *Life, Look, Sports and Field, Popular Science, National Geographic*

Answer the following questions *only* if you have attended or are attending a University

What is (or was) your major? *Ag. Ed*

What year are you in? *Sophomore*

How many hours of study do you put in during the week (on the average)? *20 hours*

Are you engaged in any outside work while attending the University? *Yes*

If so, what is the nature of this work? *Running dishwashing machine in a cafeteria*

How much time does it take each week? *10 hours*

Who is your employer? *University cafeteria*

TO BE ANSWERED BY EVERY STUDENT

(did you decide)
Why (are you deciding) to come to college (check as many as necessary or explain below):

_____ To get a liberal education
__x__ To prepare for a vocation
_____ For the prestige of a college degree
_____ To be with old school friends
_____ To make friends and helpful connections
_____ For social enjoyment "college life"
__x__ Without a college degree (or training) there is less chance of getting a job
_____ To please parents or friends, family tradition
__x__ To learn more of certain subjects
_____ It was the "thing to do"
_____ Foregone conclusion, I never questioned why
__x__ Will enable me to make more money
__x__ To get a general education

Explanation *The University Farm is the only school in Minnesota that trains boys for becoming an Ag. teacher or county agent.*

What other type of training have you considered besides a University education? *Training at Dunwoody Institute*

How does your family feel about college work? (Check one)

_____ Doesn't care what you do

_____ Opposed to your going to college

__x__ Wants you to go to college

Comments_______________

____

____

____

Plans for your financial support in college (Check one)

_____ Entirely supported by family

__x__ Part-time work will be necessary (about how many hours a week?) __*10*__

_____ Total self-support will be necessary (about how many hours a week?) _____

_____ G.I Bill

_____ Vets Rehab Training

_____ State Aid

_____ Scholarship

_____ Other

List in chronological order all your civilian *work or employment experiences* to date (*including part-time or summer jobs*)

Firm	*From* (give year & month)	*To*	*Nature of Work*	*Salary* (per month)
Farm	*June 1947*	*Aug. 1947*	*General farm work*	*$110*
Eckert and Co	*two weeks*		*surveying*	*85¢ an hour*

Which of these jobs did you like best? *Farm work*

Why? *Best qualified for it and the only job I did for any length of time*

List, *in order of preference*, five occupations in which you would like to earn your living. *Do not consider your abilities or job opportunities in making this list.* Just consider whether or not you would be happy in the work

OCCUPATION	REASONS FOR INTEREST IN THESE OCCUPATIONS
1 *Farmer*	*Best qualified*
2 *Mechanic*	*I like to work with machinery*
3	
4	
5.	

If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 or 15 years from now? *Have a steady job, with a good salary, and part of the time spent by hunting, fishing, or just plain traveling*

It is possible to make a rough classification of occupations in terms of your general interests and abilities In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

3 Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc

____ Occupations involving business detail work, such as accountancy, business statistician, cashier, banker, stenographer, and office clerical work

____ Occupations involving social service activities, such as Y W C A worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker.

____ Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.

2 Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc

____ Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.

1 Occupations involving executive responsibilities such as director, office manager, foreman, etc

---

What is your present vocational choice? *Ag. Education*

What other possibilities have you considered? *Air conditioning in houses*

When did you make your present choice? (give the year) *1948*

Why did you make this choice? (check reason or reasons)

____ Family suggestion or tradition

____ Friend's or teacher's advice

x The vocation of someone you admire or respect

____ Suggested by study in school

____ Suggested by study in college

____ A long personal interest in the work

____ It is most profitable financially

x It is best suited to my abilities

x Chosen as being most interesting intellectually

____ Choice made on my own responsibility

How certain are you that this occupation you have specified is the one you really want to prepare for

Very certain and satisfied_____ Uncertain *x* Very questionable_____

How much information have you about the requirements of the vocation you are choosing? None_____ Some *x* Extensive _____

What vocation do (or did) your parents want you to follow? _____

Why? _____

We are interested in determining why you have considered your present occupational choice Below write all the things that have happened to you which you think might have influenced your vocational interests If you need more room, use the other side of this paper

My present college records, interviewing the school, talking to graduate of Dunwoody, and living with a person who graduated from Dunwoody

Have you any physical disabilities? (describe) *No*

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

Illness	Age	Illness	Age
Whooping cough_____		Any unexplained respiratory disorder_____	
Mumps *x*	*10*	Malaria_____	
Measles *x*	*7*	Chorea (St. Vitus Dance) _____	
German measles_____			
Chicken pox *x*	*9*	Rheumatic fever_____	
Encephalitis_____ (sleeping sickness)		Scarlet fever_____	
Epilepsy_____		Heart disease_____	
Infantile paralysis_____		Nervousness_____	
Any other kind of paralysis_____		Sleeplessness_____	
		Exhaustion_____	
Tuberculosis_____		Hearing defects (specify)_____	
Pneumonia_____			
Influenza_____		Typhoid fever_____	

	Age		Age
Smallpox_____	_____	Tingling_____	_____
Diabetes_____	_____	Frequent or persistent headaches_____	_____
Stuttering_____	_____	Frequent or persistent backaches_____	_____
Stammering_____	_____	Eye defects (specify)_____	_____
Other speech defects	_____	Others (specify)_____	
Hernia_____	_____	_____	_____
Other physical defects_____	_____	_____	_____
Fainting spells _____	_____	_____	_____
Convulsion or fits_____	_____		
Dizziness_____	_____		

Comments or remarks:

____

____

____

Underline any of the following words which describe your general make-up

persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression, frequent daydreaming, sensitive, procrastinate often, industrious, cooperative, indecisive.

Place a check mark before the item appearing in the list below which best describes your present or contemplated living arrangements while at the University.

_____ Living at home with my family.

_____ Living in a University Dormitory or Cooperative House

_____ Living in a rooming house.

_____ Living in a fraternity or sorority house

__x__ Living in the home of an employer, of friends, or of relatives.

_____ Living in my own apartment

From what person or other source did you hear of the Student Counseling Bureau?

Dean Peterson, University Farm

Everyone faces problems throughout his life Some of these problems cannot be solved without help. Many times they are very easily solved. At other times they are solved only after much effort Below are a list of problems with which young people are often concerned After those problems you have *not* been able to solve adequately, place a check (✓) After those problems which you would like to discuss with a counselor, place a double check (✓✓). These will help us to be of greater assistance to you

Check Here

1. I usually feel inferior to my associates
2. I have been unable to determine how much time I should study
3. I have too few social contacts
4. I have difficulty in making friends
5. I do not know how to obtain the money I need
6. I have been unable to determine what I am best able to do
7. I do not know how to take good lecture notes
8. I do not get along well with my parents
9. I often have difficulty in keeping friends
10. I am unable to determine what I would like to do
11. I have not obtained parental approval of my vocational plans
12. I do not have enough to talk about in company
13. I receive inadequate financial help from my family
14. I do not know how to outline text-book assignments
15. I am unable to get along with my brothers and/or sisters
16. I have been unable to make a satisfactory religious adjustment
17. I am not interested in my studies
18. I do not have enough information about job opportunities and duties
19. I am frequently embarrassed when with others
20. I usually do not enjoy being with members of the opposite sex

	Check Here
21 I am unable to do my work well because of too many social activities	
22 I usually do not know how to act in company	
23 I usually cannot read fast enough to cover all of my assignments	x
24 I usually have difficulty understanding what I read	
25 *I do not know what the most appropriate training is for* my chosen career	x
26 I do not know if an education is worthwhile	
27. I feel guilty about something I have or have not done	
28 I have so much outside work to do that I am neglecting my school work	
29. I have trouble making myself study	
30 I lack self-confidence	
31 I am dissatisfied with my state of health	
32 I do not know how to improve my personal appearance	
33 I do not know how to break certain habits I have	

Other problems ______

Chief problem ______

COURSES TAKEN IN HIGH SCHOOL

Place the letter grade received in the course below the year in which the course was taken. Write in titles of any courses taken, not listed below.

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
English	*C*	*C+*	*C+*	*B*	
Speech					*C*
Journalism					
French					
German	*C*	*C*			
Spanish					
Latin					
Elementary Algebra	*B*				
Plane Geometry			*C*		
Higher Algebra					

COURSE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POST GRAD
Solid Geometry					
Trigonometry					
Ancient History	*B*				
Medieval History					
Modern European History					
English History		*B*			
American History			*B*		
C L P					
Civics				*A*	
Social Science					
Sociology					
Economics					*C*
General Science	*B*				
Biology				*C*	*F*, *D*
Chemistry			*C*		
Physics					
Shorthand					
Typing				*A*	
Junior Business Training	*C*–				
Commercial Law					
Industrial Geography					
Sewing					
Cooking					
Art					
Music					
Mechanical Drawing					
Electricity					
Manual Training Wood Shop					
Tin Shop					
Machine Shop					
Automotive Engines					

D.S Form 207

SUMMARY OF INTERVIEWS

NAME *Brandon, Carl A* Case Number *16284*
COLLEGE *Agriculture, Forestry and Home Economics*
DATE *4/18/48*

Summary.

(Counselor's dictated notes)

This was a very brief contact as Carl has not had a chance to take any of the tests. He said, however, that he was getting interested in the surveying courses down at Dunwoody and I gave him two names there of people that he might see directly, Mr. Carlson and Mr Michaels. That was about all we discussed and he decided to go immediately to the testing room to start on some of his tests. Then we arranged an appointment for the future

(Actual transcription of the above interview)

C. I think I'll shut this window, if it's all right with you. It's kind of chilly.
S. That's all right. (pause)
C. Well, do we have anything to talk about today?
S. Well, I don't know, I just . . . uh . . you said something about those tests . . . I was supposed to take those tests.
C Uh huh. You didn't have a chance to do those . . .
S No, I haven't had a chance to . .
C. Uh huh Well, maybe we made the appointment a little too preliminarily, did we?
S. Well, I think so.
C. You haven't had a chance to take any one of them yet?
S No, I haven't.
C. Uh huh. Do you have anything you'd like to talk about today? Have you gotten any ideas . . .
S. Well . . .
C. Since we talked the last time?
S. Uh . . . I looked over Dunwoody . . . and . . .
C. Uh huh
S. I don't know . . that surveying may be all right. I may try to get into that.

C. Uh huh. That looked kind of good to you?
S Uh huh. I think so.
C. Have you been down there or did you just look over . . .
S No.
C. You're talking about the things . .
S. I just looked through . .
C. I was showing you . . .
S Yes . . . uh huh.
C. Uh huh.
S. I'm planning to go down there as soon as possible . .
C Uh huh.
S. And talk to them down there.
C. Do you know anybody to ask for down there?
S No, I don't.
C. Well, there are several people that you might ask for if you want a name. Sometimes it makes it a little easier to . .
S. Uh huh.
C. Say, I want to talk to so and so. A Mr Carlson is the one that most of us know the best
S. Uh huh.
C. He's been out here to tell us about Dunwoody and so on He's one of the assistant directors
S. I see.
C. Part of his job is to just see people who are interested in finding out what the school is about.
S Uh huh
C. So you might ask for him, if you like, or there's a Mr. Michaels who also does the same thing.
S. Uh huh.
C. You may ask for him. What you're going to do is to get more of an idea of what it is, isn't that right?
S. Yes, uh huh (pause) And . . . uh . . these tests . . . do I come in any time?
C. Uh huh. Any time between 8 and 12 and 1 and 5, Monday through Friday.
S And what I'll do is just . . . walk in the testing room then .
C. Uh huh, and this card is placed in the file there at the entrance to the testing room.
S. Uh huh.
C. So that all you'd have to do is go ask for your card and they gave you the tests we've checked.
S. Oh, I see.

C. When do you think you might be able to do that? Do you have any time in the near future?
S. I'd suppose I could do one today.
C. Uh huh.
S. This afternoon.
C. Uh huh. (pause) You've got quite a few . . . shall we hold off and make the appointment to look at the test results about two weeks from now? Do you think that'll give you enough time? Or we could make it later than that . . .
S. Oh, I think that'll be all right.
C. Two weeks from today, you think, maybe?
S. Uh huh.
C. O.K. We might put it on the book that way because we get so jammed up . . .
S. Yes.
C. That way you'll know that we have an appointment.
S. Uh huh (pause)
S. Then I just come in any time I . . . just to finish them all . . . before . . .
C. Uh huh.
S. Two weeks from today.
C. Uh huh. And if you can't finish all but one, that'll be O.K.
S. Oh, yes, uh huh.
C. You can get a good bunch of them done by then, don't you think?
S. Oh, I think so.
C. Uh huh. Would you like to start right now . . .
S. Yes, I could . . .
C. And let this be the end of our interview for today, or do you have something else you'd like to . . .
S. No, I haven't.
C. O.K. Maybe by the time you come in again you will have had a chance to talk to the people down at Dunwoody . . .
S. Uh huh. I'll try . . . yes
C. We can talk about that at the same time.
S. Uh huh. Shall I just go in there and start the tests?
C. Yes, I'll go down there with you.
S. O.K.

D.S Form 207

SUMMARY OF INTERVIEWS

NAME *Brandon, Carl A* Case Number *16284*

COLLEGE *Agriculture, Forestry, and Home Economics*

DATE *5/13/48*

Summary

Failed to keep appointment May 2, 1948.

I. *Client's statement of his problem* Mr. Brandon was in to see his test results.

II *Clinical data.* In going over the test, particularly as the result of the discussion of the Strong Vocational Interest Test and some of the material on the Individual Record Form, Carl stated that he has come to the conclusion that he will check into the training at Dunwoody in the next few weeks. He is still considering Industrial Education as one other alternative. He has some doubts on that still, however, and thinks he might best be suited for something like the air conditioning and refrigeration course at Dunwoody or perhaps the surveying course He seemed to gain a good deal of reassurance from the way all the test results came out and stated that he felt he had learned a good deal which was helpful about himself through the testing and discussion here

III *Clinical synthesis of problem.* Vocational indecision appears to be lessening through the client's understanding better his standing in the course he has attempted.

IV. *Diagnosis.* Still lack of information I mean by this not so much lack of self-information but lack of curricula information which I believe he will be getting on his own.

V. *Counseling techniques and their effecticeness.* Techniques used were mainly questioning, test interpretation, information giving and reflection Rapport seemed to be good and, as I stated earlier, the boy stated his satisfaction with the outcome of the counseling

VI. *Prognosis.* Good for mechanical training.

VII. *Follow-up.* None indicated at present.

LIST OF VISUAL MATERIALS

The following list of visual materials can be used to supplement some of the material in this book. This list, although subdivided by chapters, is a comprehensive rather than a selective list. Therefore, we suggest that each film be previewed before it is used as some may contain information that is too advanced while others may contain information that is too elementary

These films can be obtained from the producer or distributor listed with each title. (The addresses of producers and distributors are given at the end of the bibliography) In many cases these films can be obtained from your local film library or local film distributor; also, many universities have large film libraries from which they can be borrowed.

The running time (min) and whether it is silent (si) or sound (sd) are listed with each title. All the motion pictures are 16mm black and white films unless otherwise stated.

Each film has been listed once in connection with the chapter to which it is most applicable. However, in many cases the film might be used advantageously in connection with other chapters.

CHAPTER 1

And So They Live (NYU 25min sd). Shows the unsatisfactory relationship between education and the local necessities of life which characterizes American education in many parts of the country.

Aptitudes and Occupations (Coronet 16mm sd). Shows six fundamental human abilities--mechanical, clerical, social, musical, artistic, and scholastic--and how these can be determined. Indicates broad fields in which certain combinations of abilities are required.

Choosing Your Occupation (Coronet 10min sd). Shows self-appraisal, occupational possibilities, preparation requirements, and guidance facilities.

Emotional Health (McGraw 20min sd). Points out frequency of emotional upsets; if prolonged, importance of professional care; basic techniques of psychiatric treatment.

Feeling of Rejection (CanNFB 23mm sd). Shows how mental and emotional problems which build up during childhood emerge as serious problems in adult adjustment.

Learning to Understand Children: Part I—A Diagnostic Approach (McGraw 21mm sd). Presents case study of an emotionally and socially maladjusted girl of 15. Diagnostic techniques shown in detail.

Learning to Understand Children. Part II—A Remedial Program (McGraw 23mm sd). Continues case study of Part I showing some specific remedial techniques.

Meeting Emotional Needs in Childhood. The Groundwork of Democracy (NYU 33mm sd) Concerned with kind of attitude toward people and sense of community responsibility child is developing as he grows to adulthood

The Children (New Haven 10mm sd). Offers the theory that since no two individuals are alike, all children should be offered whatever they need to develop fully their potentialities in the school.

The Teacher as Observer and Guide (TC 20min sd). Shows teachers guiding pupils to better ways of solving their problems, providing needed assistance to slow learners, promoting the growth of character and citizenship, and observing and stimulating the development of artistic talent.

Youth in Crisis (UWF 18mm sd). Portrayal of present-day problems brought on by wartime uncertainties and change in our way of living Shows sound method of solution by intelligent community study and action, stressing need for society or the home to provide young people with security and recognition

You and Your Family (AssnFilms 10min sd). How young people and parents should feel and act toward one another, typical family problems presented.

Chapter 8

Learning Democracy (EdFilmService 20mm sd). Shows how young people can gain experience in the democratic processes through participation in school or community projects.

We Plan Together (TC 20min sd). Shows an eleventh-grade group planning cooperatively for learning in their core class over a period of several months.

Chapter 4

Are You Popular? (Coronet 10min sd). Points out that popularity is based on being friendly, considerate, and interested in other people.

Attitudes and Health (Coronet 10min sd). A nontechnical explanation of some ways in which emotional problems affect physical health.

Design for Education (Sarah Lawrence 25min si or sd). Shows use of field activity as well as reading and discussion in the learning process in which emphasis is placed upon individualized instruction.

Educating Father (NYU 5min sd). An excerpt of the feature film on the theme of choosing a vocation in which a father wants his boy to be something other than what the boy wants to be.

Principles of the Art and Science of Teaching (Io 55min sd). Shows cooperative teacher-class development of an assignment based on principles of formulation of immediate and ultimate objectives, selection of content and activities, and adoption of method.

What's on Your Mind? (CanNFB 10min sd). Explains help psychiatry is providing for many mental ills

Chapter 6

Cadet Classification (PennS 20min sd). Illustrative of tests used by Army Air Forces in classifying cadets.

Careers for Girls (MOT 18min sd). Shows relationships between girls' everyday interests and types of work they might do successfully, covers wide field open to women.

Counseling—Its Tools and Techniques (Mahnke 22min sd). Shows a well-trained counselor at work, what tools and techniques to use in counseling and how to use them to the best advantage.

Frustration Play Techniques (NYU 35min sd). Study of normal personality development in young children and demonstration of special techniques in diagnosis of normal personality.

Psychological Implications of Behavior during Clinical Visit (NYU 20min si). Gives clues to a child's emotional attitudes

as seen through his overt behavior while awaiting examination, during physical and dental examination, I Q. tests, and play.

Chapter 9

Experimental Studies in Social Climates of Groups (Io 30min sd). Shows behavior of boys organized in clubs run on democratic principles, as an autocracy and as a laissez-faire group. Shows responses when groups are changed from one type to another.

Psychoneurosis with Compulsive Trends in the Making: Life History of Mary from Birth to Seven Years (NYU 60min si). Shows how child develops neurosis through interaction with those in home environment Illustrates how so-called average child may never be referred for needed psychiatric treatment

This Is Robert (NYU 80min sd). Traces the development of an aggressive, "difficult," yet thoroughly appealing child from his early nursery school days to his first year in a public school Shows how we constantly reveal, to discerning observers, our deep-lying needs and attitudes through our behavior.

Chapter 10

Alice Adams (NYU 15min sd). The dance-sequence excerpt from the feature in which a young girl finds herself at a disadvantage in a community where her friends are richer than herself. Her sensitiveness to appearances leads her into exaggeration and fantasy.

Finding Your Life Work (Mahnke 22min sd). Depicts a high school student thinking about his choice of occupation; how he goes about determining a wise choice for himself. (This is the first in a series that includes some sixty titles on the sixty principal occupations.)

Is There Room for Us? (Minn 20min sd). Shows aspects of vocational orientation.

Motor Aptitude Tests and Assembly Work (PennS 18min si). Compares performance of a subject having striking motor ability with that of a subject of average capacity in a series of motor-aptitude tests.

Of Pups and Puzzles (TFC 20min sd). A study in individual differences and techniques followed in fitting job applicants to positions where they will be of greatest usefulness

Sources of Films Listed Above

AssnFilms—Association Films (YMCA Motion Picture Bureau), 347 Madison Ave., New York 17

CanNFB—National Film Board of Canada, 620 Fifth Ave., New York 20.

Coronet—Coronet Instructional Films, 65 E South Water St., Chicago 1, Ill.

EdFilmService—Educational Film Service, 180 N. Union St, Battle Creek, Mich.

Io—State University of Iowa, Bureau of Visual Instruction, Extension Division, Iowa City, Iowa.

Mahnke—Carl F. Mahnke Productions, 215 E. 3rd St., Des Moines 9, Iowa.

McGraw—McGraw-Hill Book Co., Inc, Text-Film Department, 330 W. 42nd St., New York 18.

Minn—University of Minnesota, Audio-Visual Extension Service, University Extension Service, Minneapolis 14, Minn

MOT—March of Time Forum Edition, 369 Lexington Ave., New York 17.

New Haven—New Haven Department of Audio-Visual Education, 15 Ivy St., New Haven 13, Conn.

NYU—New York University Film Library, 26 Washington Pl., New York 3

PennS—Pennsylvania State College, Audio-Visual Aids Library, State College, Pa.

Sarah Lawrence—Sarah Lawrence College, Bronxville 8, N.Y.

TC—Teachers College, Columbia University, Bureau of Publications, 525 W. 120th St., New York 27.

TFC—Teaching Film Custodians, Inc, 25 W. 43rd St, New York 18.

UWF—United World Films, Inc., 445 Park Ave., New York 22.

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